



Weston Village Primary School

Curriculum Policy

Version 1.1

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For use by:	All teachers and teaching assistants
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To be reviewed in the light of operating experience and/or changes in legislation	

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Carol White, Chair of Curriculum and Standards Committee

Signature: _____

Date: _____

CONTENTS

Curriculum Intent, Implementation, Impact and Monitoring.....Pages 3-4

Reception.....Page 5

EnglishPages 5-6

Maths.....Page 6-7

Science.....Page 7

Art and Design.....Pages 7-8

Computing.....Page 8

MFL.....Pages 8-9

Music.....Page 9

PE.....Page 10

PSHE, Citizenship and SRE.....Pages 10-11

RE.....Page 11

Design and Technology.....Page 12-14

History.....Page 14

Geography.....Page 14-15

Enrichment.....Page 15-16

Long Term Plans.....Pages 17-62

Skills Progression Maps.....Pages 63-109

Policy Statement

Curriculum Intent

At Weston, we deliver a broad, rich and rigorous curriculum that both meets the needs of Weston pupils and provides them with the necessary knowledge, skills and understanding to prepare them for the next stage of their lives and beyond.

Our ambitious curriculum provides a crucial balance between promoting academic success, life skills such as resilience and hard work as well as well-being and mental health. In this way, pupils are effectively prepared for life beyond primary school, whichever path they choose to take.

The curriculum, from Reception to Year 6, embraces global learning and celebrates diversity whilst also making use of our local area, which offers rich opportunities for learning.

The progression of pupils' knowledge and the sequencing of concepts to ensure that learning is meaningful, sustained and prepares pupils' for future learning, is central to the development of our curriculum.

At Weston, we currently have a PAN of 38 meaning we can admit up to 38 children per year group. From September 2022, this will reduce to a PAN of 30, with the children in that cohort remaining together as a single age class throughout their time at Weston. All of the Reception children are taught by two teachers and an HLTA across a large and engaging environment. In years 1 to 6, in order to achieve the optimum class size of around 30, we have some mixed-age classes. The children in each class are determined by their date of birth. A mixed age class will typically be comprised of the younger children of one year group and the older children of the year group below.

Our intent is to maintain our expertise in delivering an effective curriculum to mixed-age classes by ensuring that every teacher has a thorough understanding of the whole school curriculum. In this way, they are able to challenge and support the children at a level appropriate to their needs. Our carefully crafted curriculum is tailored and personalised to suit our mixed age classes and ensure that every child accesses a progressive and sequentially delivered learning experience across every subject.

Curriculum Implementation

At Weston, the integrity of each subject is maintained and they are taught as discrete subject areas, rather than linked thematically. In this way, the knowledge, skills and understanding that pertain to each subject are taught with clarity and in sequence, with appropriate opportunities for pupils to practise what they know in order to deepen their understanding.

Every subject has a subject leader who is allocated dedicated time in order to ensure that our ambitious planned curriculum is the one which is delivered and to further develop each subject. In this way, we promote a broad and equitable curriculum, where every subject is valued and holds a secure place in the timetable.

We exploit opportunities to enrich the curriculum with experiences and opportunities that deepen pupils' learning, such as visits out of school, visitors to school, using our forest school area and expertise and making the best use of opportunities within our community such as the church,

allotments and farming industry. Further to this, our curriculum is delivered in ways that create real purposes for learning. Examples include writing letters to companies regarding fair trade, performing in concerts for parents to showcase learned musical skills and curating a gallery of art work.

Underpinning our curriculum are our Secrets of Success. Throughout every day, interweaved into lessons, playtimes, assemblies and other adult/child interactions, we explicitly teach and reinforce the attitudes of successful people. Our Secrets of Success are: Try New Things, Work Hard, Concentrate, Push Yourself, Imagine, Improve, Understand Others and Don't Give Up. These attitudes enable children to find success when engaging with our challenging and ambitious curriculum.

Curriculum Impact

At Weston, all pupils, regardless of their starting points or other potential barriers to learning, aspire to reach our high expectations in order to achieve their potential across our broad and rich curriculum. Not only do children make good progress in the core areas of reading, writing and maths, they find similar success in every other subject. Because our curriculum is delivered in an engaging, relevant and sequential way, children quickly develop a life-long love of learning and attitudes towards learning that ensure their success beyond primary school and in ways that transcend formal education. In this way our curriculum fulfils our vision: Success for all will be desirable, demanded and achievable and is epitomised by our school motto: Be the best you can be.

Monitoring Curriculum Impact

Pupils' learning across the curriculum is assessed on a daily basis by teachers, who have expertise in using discussion, observations and pupils' work to make decisions about their next steps. This is checked on a regular basis by subject leaders and the senior leadership team. At the end of each term, more formal assessment information is collected by the senior leadership team who consider the progress made by the children in order to inform the effectiveness of the curriculum. Pupils are expected to make good progress or better and this progress is shared with parents at the end of every term, including a written report at the end of every school year.

This policy makes reference to The National Curriculum 2014.

Reception Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Free flow play is an important part of the weekly timetable. The amount of time allocated to this reduces as the year progresses.

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. At Weston we make opportunities across the curriculum to develop these skills to ensure that pupils are motivated by English in a meaningful and exciting way. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed explicitly and systematically.

At Weston we are passionate about reading and we endeavour to make sure that all our children develop a love of reading and that every child leaves us as a reader. Reading is very much at the heart of our curriculum.

Central to our approach to developing early reading is the teaching of systematic synthetic phonics using Read, Write, Inc. Daily, discrete high-quality teaching alongside effective assessment and tracking helps us to ensure that children meet the ambitious reading targets that are set for them.

At Weston, we use Pearson Bug Club levelled e-books that are accessible both in school and at home via tablets and computers. The school supplements this comprehensive, online reading scheme with several physical reading schemes to support the learning and love of reading. These schemes are upgraded and added to through regular investment. The children in Reception, years 1 and 2 and beyond, if necessary, take home books that are aligned with their current phonics learning. This allows them to read with full independence and to practise their phonics skills. The reading scheme books may contain phonetically irregular or tricky words and are ideal for children to read aloud to an adult at home.

All of our classrooms feature bright, stimulating and inviting book corners for children to sit and read in and we regularly invest in high quality texts for the children as well as taking full advantage of the Cheshire Educational Library Service, through which we access fiction and non-fiction texts that relate to current learning across the curriculum. In our inviting book corners you will find children's recommendations and reviews of their favourite books. By the time children leave us in Year 6, they have read a range of literature, from contemporary and classic books by significant authors, to non-fiction related to the curriculum, to magazines and newspapers.

Guided reading is a daily occurrence throughout the school and in this time, children have further opportunity to engage with high quality texts and show their understanding through a range of responses such as drama and extended writing opportunities. We also ensure that throughout their time at school children regularly hear adults reading aloud.

Our reading curriculum is primarily delivered in two ways:

- through guided reading
- through reading-focused lessons

During these sessions, children are taught the key skills of: retrieval, inference, structure, language choice, purpose/viewpoint and context. We embed these skills effectively through the consistent use of the Totally Pawsome Gang – dog characters who represent each comprehension skill.

In each class, children are heard reading individually. In younger classes this occurs more frequently. We make effective use of adult volunteers who are provided with 'Reading with an adult' folders, which help them to use appropriate questions in order to provide the teacher with accurate feedback.

At every stage of a child's life, reading should be pleasurable and we believe that time should be devoted at school and home to 'reading for pleasure'. During curriculum time throughout the week, children have the opportunity to read books of their own choice, which they take home, read and discuss. This is key to the development and enjoyment of reading.

Throughout our school, English planning routinely uses high-quality books as a starting point. Using an excellent text as a basis for learning really engages the children and helps to develop quality writing as well as stimulating learning in other areas of the curriculum.

We develop writing skills so that our Reception pupils develop the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including the use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use cooperative strategies and role play to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences.

Discrete handwriting and grammar and punctuation sessions are delivered every week through a sequential approach with further opportunities for these skills to be developed and consolidated within writing tasks in English lessons and across the wider curriculum.

Drama, speaking and listening are key tools in developing oral skills, growing vocabulary, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', 'conscience corridor' and 'response in role' drama techniques are used in English lessons to aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child across the full primary age range and our curriculum provides opportunities for children to engage in these activities regularly as well as to perform to wider audiences through assemblies, plays and activities around key events.

National Curriculum English Programmes of Study:

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

Mathematics

At Weston, we aim for all children to be confident and enthusiastic learners in Mathematics. We provide a clear, progressive curriculum to stimulate and challenge our pupils, encouraging children to take risks, learn from misconceptions and apply their learning in a variety of ways.

The National Curriculum outlines that all children should:

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

We achieve these National Curriculum expectations through adapting a 'Mastery Approach' to teaching and learning, supported by our calculations policy, which ensures that every child from Reception to Year 6 learns maths concepts through a concrete, pictorial, abstract approach. As such, every child has

access to high-quality, stage-appropriate mathematical resources. We base our approach on Power Maths, a DFE endorsed maths mastery scheme.

National Curriculum Mathematics Programmes of Study:

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

Science

Our Science curriculum follows The National Curriculum for Science and aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of Biology, Chemistry and Physics;
- develop understanding of the **nature, processes and methods of Science** through different types of science enquiries that help them to answer scientific questions about the world around them;
- are equipped with the scientific knowledge required to understand the **uses and implications** of Science, today and for the future.

At Weston, we teach science discretely in order to ensure that our ambitious and challenging knowledge, skills and understanding are delivered effectively and sequentially. We place a great emphasis on Scientific Enquiry and intend that the children foster an interest in Science beyond the classroom. We ensure that the acquisition of key scientific knowledge is reinforced through the use of knowledge organisers in every unit.

In Reception, we start to develop blocks of knowledge and concepts alongside the development of enquiry skills and the direct teaching of key scientific vocabulary.

National Curriculum Science Programmes of Study:

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

Art and Design

Our Art Planning follows the National Curriculum and aims to ensure that:

Key Stage 1 pupils are taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work;

Key Stage 2 pupils are taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

- about great artists, architects and designers in history.

At Weston, art is taught discretely and knowledge, skills and understanding are planned sequentially in order to allow children to be successful and develop a love of art and creativity. We use high quality resources to promote the successful acquisition of skills. Every child has a sketch book which is used for the development of designs, the practising of skills and the collection of research and ideas about significant artists and techniques. Each class has a class art book which collates the journey the class has taken through a unit of art work, with examples from children of each stage of the journey, completed art work and other records of key art and design learning.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Computing

Computing is an essential part of allowing children to learn the necessary knowledge, skills and understanding for an increasingly technological age. At Weston we have developed a rigorous, sequential approach to teaching this curriculum, which promotes clear progression from Foundation Stage through to Year 6 and which maximises our excellent computing resources.

Our curriculum covers these six areas, in line with the National Curriculum:

- Programming
- Computational thinking
- Creativity
- Computer networks
- Communication and collaboration
- Productivity

Together with key vocabulary, the sequential units of work incorporate key knowledge and understanding to ensure preparation for using technology devices safely and responsibly. Units involve the use of cutting edge and widely available software, which enable children to combine common office skills with writing algorithms and using logical reasoning for a primary introduction to computer science. The children's learning is supported by their access to a variety of high-quality hardware, including laptops, ipads, cameras and programmable resources, which is underpinned by a state-of-the-art wireless infrastructure.

National Curriculum Computing Programmes of Study:

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

Modern Foreign Languages

From Year 3 to Year 6 we teach French to all children. Our approach, which is based on the ilanguages French scheme, is to make learning a new language fun and many activities are practical and interactive, with an emphasis on mastering the following by the time children finish Year 6:

- Listen attentively to spoken French and show understanding by joining in and responding
- Explore the patterns and sounds of French through songs and rhymes and link the spelling, sound and meaning of words

- Engage in conversations in French
- Speak in sentences, using familiar French vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Read carefully and show understanding of French words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in French
- Broaden their French vocabulary and develop their ability to understand new words that are introduced, including through using a dictionary
- Write French phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to French

As part of our Try New Things Secret of Success approach, children in all year groups have the opportunity to learn some basic vocabulary from a range of languages to excite their interest, such as Spanish, German and Mandarin.

National Curriculum Language Programmes of Study

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

Music

At Weston, we believe that high quality music education will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

As our pupils progress through our sequential and discretely taught music curriculum, they will develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

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

At Weston, we use Music Express - a scheme of work that uses a variety of well-known songs to underpin all the knowledge and skills of the curriculum. We have a thriving Key Stage Two choir who perform in competitions, festivals and local events throughout the year. We regularly take part in Young Voices, which gives every Key Stage Two child the opportunity to perform as part of a massed choir at a large venue. We also welcome a range of external agencies who teach our children a variety of musical instruments, including guitar, piano, violin and DJ decks.

We have an established partnership with Love Music Trust and through this organisation we access funding to provide instrument tuition for whole year groups on instruments including the violin and pBuzz.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes->

Physical Education (PE)

Children at Weston enjoy a rich variety of experiences in Physical Education, which promote the adoption of a lifelong commitment to a healthy, active and enjoyable lifestyle. They are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

We provide a broad and rich physical education curriculum, which enables children to plan, participate in and evaluate work appropriate to their age and their needs, with increasing self-confidence. The clearly sequenced curriculum, combined with sympathetic and varied teaching approaches provides stimulating, enjoyable and appropriately challenging learning for all children.

All children enjoy at least two hours of high-quality, taught Physical Education per week. In addition to this, children in every year group access guided sports and physical activity at lunch and play times. Further to this, at Weston, we provide high-quality after school sports sessions, paid for by school. These are offered to all children and following assessment, is sometimes allocated to specifically targeted children. Children access expert teaching and coaching across and beyond the PE curriculum, which school staff co-teach as part of their ongoing professional development and to secure the sustainability of this expert teaching.

We underpin our approach with the use of Amaven. This is a suite of PE tools, the most fundamental of which is a termly assessment approach which provides teachers with highly accurate information about the strengths and need of their class and the means to adapt planning accordingly. Other Amaven activities that are incorporated into the children's weekly experience include movement, yoga and mindfulness activities.

Children in every year group are able to take part in an extensive range of competitions and festivals involving children from other primary schools. These events take place throughout the school year, and pupils are identified and invited by teachers to ensure that every child has the opportunity to participate.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

PSHE, Citizenship and Relationships

PSHE (Personal, Social, Health and Economic Education), is taught directly throughout school, although some elements are integrated into other aspects of the curriculum. For example, many aspects of health education are taught through the science and PE curriculums and certain aspects of tolerance of those who have different beliefs is addressed through our RE curriculum.

Our approach has been designed to ensure that children develop the qualities and attributes they need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our

pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHE time and the curriculum covers these three broad areas: Relationships, Living in the Wider World and Health and Wellbeing. The children are taught PSHE in straight-age groups. We also make opportunities to develop the children's knowledge, skills and understanding in these areas across the curriculum.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Statutory Guidance for Relationships Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Religious Education

We consider that the main purpose of religious education is to help children to develop an understanding of themselves and others through an exploration of fundamental questions and the ways in which the various faiths seek to respond to them. Through RE lessons, the children gain an insight into the nature of religion and what it means to be religious through an exploration of religious ideas and practices and related human experience. In teaching RE, we seek to promote the positive attitudes and personal qualities of enthusiasm, curiosity, reflection, respect and tolerance, which we consider to be essential for effective learning.

We provide factual information about religions and religious belief and explore themes, which help to develop sensitivity towards spiritual, moral, social and religious issues. As part of the Locally Agreed Syllabus, the main focus in Key Stage 1 is Christianity and Judaism. In Key Stage 2 the main focus is Christianity, Judaism and Islam. The programme of study is based on the beliefs, practices and values of each of these faiths. RE is taught as a discrete subject and is organised into six half-termly units, each with a specific focus, that build on prior learning.

In the Early Years Foundation Stage, pupils explore themes which deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other. Ways of helping to develop their sensitivity to spiritual, moral and religious issues are through encouraging:

- self esteem
- feeling of responsibility to self and others
- a sense of belonging
- caring for each other
- caring for the environment

At Weston we endeavour to embrace all aspects of an inclusive school and community. In RE we are committed in giving all our children every opportunity to achieve the highest standards, regardless of their race, gender, social background, religious background or whether they are looked after, disabled or have a learning difficulty.

Nevertheless, in accordance with 1988 Education Act, parents have the right to withdraw their children from religious education. This should be done in consultation with the Headteacher and with regard to the specific elements of the programme of study from which they should be withdrawn. Provision will be made for the supervision of such children.

Design and Technology

The intent of the Design and Technology curriculum here at Weston, is to provide children with the opportunity to develop skills, knowledge and understanding of designing and making of functional and appealing products. We allow children to nurture their creativity and innovation through design, and by exploring the designed and made world in which they live.

Design and Technology helps develop children's skills through collaborative working and problem-solving, and knowledge in design, materials, structures, mechanisms, cooking, nutrition and electrical control. Our children are actively encouraged to think about important issues such as sustainability and enterprise.

Design and Technology allows our children to reflect on and evaluate their products, its uses and impacts.

In Early Years, the children develop essential basic skills in Design and Technology skills which prepares them for their transition into Year 1. This is achieved by the teacher creating a range of opportunities for the children to carry out Design and Technology related activities across all areas of learning.

By the end of Early Years, it is expected that the children will be able to:

- Use a variety of construction materials to create own representations
- Build models that require structure and balance
- Explore a variety of tools and realise they can be used for a purpose
- Manipulate materials to achieve a planned effect
- Select own resources for creations and adapt own work when problems arise
- Select tools and techniques needed to shape, assemble and join material.

From Year 1 onwards, the children will engage in three Design and Technology units a year which will involve them exploring, researching, designing, making, technical knowledge/skills and evaluating. The units that the children complete in each class have been carefully selected so that all National Curriculum Expectations are met by the end of KS1 & KS2 in the key areas of: Design, Make, Evaluate, Technical Knowledge and Cooking & Nutrition. The necessary knowledge and skills are developed through these carefully planned, progressive and sequential units of work. The aims of Design and Technology are outlined below:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing, making and evaluating products and systems.
- To enable children to talk about how things work, and to draw and model their ideas.
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- To explore attitudes towards the made world and how we live and work within it.
- To develop an understanding of technological processes and products, their manufacture and their contribution to our society.

- To foster enjoyment, satisfaction and purpose in designing and making things.

In all classes, there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results
- Setting tasks of increasing difficulty where not all children complete all tasks
- Grouping children by ability, and setting different tasks for each group
- Providing a range of challenges through the provision of different resources
- Using additional adults to support the work of individual children or small groups

Exploring

The children will explore products linked to their project. They will do this by:

- Taking the product apart and looking at the material/s used to make it.
- Looking at the different features of the product.
- Establishing how the product is constructed.
- Questioning how effective it is in its purpose.
- Discussing what could be done to improve this product.
- Producing a list of key vocabulary linked to this product.

Researching

The children will carry out research regarding the product that they are going to make so that they can use this research to support the design of their product.

Designing

The children will draw/sketch their design and annotate this with information about their design such as, what features they have included in their design.

During this lesson the children will also answer questions such as:

- What materials will I need?
- What tools will I need?
- What technical skills will I need to practise before making the product? (some of these may have been previously taught skills which need refreshing or be completely new)

Technical knowledge/ skill

The children engage in a practical activity of practising technical knowledge or skill that they will be required to use when making their product. This may be a new skill or a skill that has been previously taught but requires more practise.

Making

The children make their product.

Evaluating

The children will not only evaluate the effectiveness of their product but also the skills that they applied. This will be recorded either individually in their Design and Technology folders or collectively in the class Design and Technology evidence book.

Recording/ Evidencing

Each class maintains an electronic record of practical work, which is used to recap and consolidate prior learning, skills and use of vocabulary. However, if it is the first lesson in the unit, time will be spent looking back at previous units so that the children can see if there are any previous skills or learning that could be transferred to this new unit.

Children also have their own Design and Technology folders. This is where their personal work can be stored, and children can refer to previous learning or design sketches.

Design and Technology Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

History

At Weston we teach history as a discrete subject in order to ensure that children move onto high school with a clear and secure grasp of specific history skills and historical knowledge, including key vocabulary. Our curriculum is rich in experiences and children go on trips and local visits and we have visitors into school, in order to deepen and enrich the learning. We use the Cheshire Education Library Service to access a wide range of fiction and non-fiction texts and relevant artefacts, which also enhances children's learning.

Our history curriculum is based on the National Curriculum programmes of study and is structured in a way that ensures that children develop a clear understanding of Britain's past and significant aspects of wider world history. In doing so, we teach the children to think critically, consider evidence and sources and understand the complexity and diversity of people's lives and of society through the ages. We make good use of our local area, which is rich in farming and near a significant railway town, to enhance historical learning and draw comparisons with other areas.

National Curriculum History Programme of Study:

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

Geography

Our geography curriculum is taught discretely so that children can develop a clear grasp of geography knowledge and skills that will form an effective foundation for the next stage in their geography learning at secondary school. This development of knowledge and skills comes from a rich curriculum that focusses on human and physical geography, both in Britain and the wider world and on local study and fieldwork. Our locality offers opportunities to study rivers first-hand and we make use of the River Weaver in Nantwich to this end. The North Wales coast provides us with the opportunity to conduct fieldwork into coasts. Crewe and the surrounding area enables us to study the changing use of land and the impact of the railway and farming on the human and physical geography of the area.

As children progress through this sequential curriculum, they will have rich opportunities to explore, appreciate and understand the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also valued.

The teaching of geography would be difficult without acknowledging the future of our planet. The geography curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

Geography Programmes of Study:

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

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

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year but we have an enrichment focus in the summer term called Try New Things week. Staff have accessed Forest School training and children throughout the school use the Forest School area to deliver the curriculum.

Trips and Visits

We plan a series of trips each term for each year group. The trips are directly linked to current or upcoming learning from different parts of the curriculum. For example, work on the Romans and their impact on Britain may include a trip to Chester, a city rich in Roman heritage, to experience life as a Roman centurion. Similarly, work on the coasts of Britain may include a trip to Llandudno in North Wales to conduct fieldwork linked to classroom learning. Our location gives us access to a church, river and lots of farms and we take advantage of our proximity to Crewe and its rich railway heritage through our teaching of Victorian Britain.

Children in Years 4 and 6 have opportunities to go on residential visits, which involve outdoor and adventurous activities.

Our choir and ballroom dance groups perform at a range of concerts, competitions and events throughout the year at local venues and various high schools in the area. We regularly take every child in Key Stage Two to perform at Young Voices at Manchester Arena. This is a massed choir event in which the children perform alongside other schools and world famous artists. Our ballroom dance group perform in an annual dance show at Crewe's Lyceum theatre every year.

Every child has the opportunity to represent the school in a sporting competition or festival. Tag rugby, football, cross-country, indoor and outdoor athletics and netball are some of the events that we take part in and our intention every year is to enable every child to access a sporting events such as these.

Workshops and specialists

Each year group will take part in a variety of workshops throughout the academic year. These will link to their curriculum work or to a whole school theme. We invite visitors with a range of specialisms from theatre groups who immerse groups and classes in a particular topic, such as Tudor Britain or Zoolab, who bring animals into school for the children to handle. We have, and maintain, strong links with the parents and benefit from their wide-ranging skills and experiences. Lots of parents come in to talk to the children or lead workshops including during our Try New Things theme week. The Police and Fire and Rescue service come into school to work with children of all ages on various aspects of safety.

Themed days and weeks

Every year we have theme weeks, in which every child in the school completes activities or enjoys experiences related to a common theme. These have included multi-culturalism, the arts, science, musical theatre, classic literature and the local area. We also hold an annual Try New Things week and themed days, which relate to curriculum work such as Victorian day, French day or investigative science day.

Clubs

A range of age appropriate clubs are offered at lunchtime and after school for EYFS, Key Stage 1 and 2 pupils. Typically these could include sewing, film, philosophy, debate, science, mindfulness, forest school, choir and ballroom dancing. We use the Sport Premium to provide expert coaching in a range of diverse sporting after-school clubs for children of all ages. These clubs range from team sports to other sports such as fencing and boxing. These clubs are open to all but some children are invited to join through a targeted intervention approach. We offer a lego club on an invitation only basis, which is designed to support children with low self-esteem or poor resilience. This is part of our multi-faceted approach to supporting pupils' emotional wellbeing and mental health.

Monitoring and Evaluation

The head teacher and SLT will continuously monitor the effectiveness of the curriculum. Feedback from all stakeholders will be considered. Action points will be agreed and discussed with staff. The head teacher will include curriculum developments in the termly head teacher's report to the local governing board.

Area	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	ELG Goals
Topics	Traditional Tales	Dinosaurs	Space	Superheroes/PWHU	The Great Outdoors	Under the Sea/ Pirates	
Celebrations/ Festivals	Harvest Black History Month-October	Diwali- 4 th November Remembrance Day Christmas	New Years Day Chinese New Year- Random Acts of Kindess-	World Book Day- World Poetry Day- Mother's Day-	Earth Day- Eid- Ramadan-	World Environment Day- Healthy Eating Week- Monday Father's Day	
Literacy- Comprehension	<ul style="list-style-type: none"> - Explain in simple terms what is happening in a picture in a familiar story. - Sequence two events from a familiar story, using puppets, pictures from book or role-play. - Recognise some familiar words in print, e.g. own name or advertising logos. - Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. - Show understanding of some words and phrases in a story that is read aloud to them. - Know that text in English is read top to bottom and left to right. - Give a simple opinion on a book they have read, when prompted. - Know that a book has a beginning and end and turns all the pages between them accurately. 	<ul style="list-style-type: none"> - Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. - Express a preference for a book, song or rhyme, from a limited selection. - Recognise some familiar words in print, e.g. own name or advertising logos. - Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. - Know that a book has a beginning and an end, and can hold the book the right way up and turn some pages appropriately. - With prompting, show understanding of many common words and phrases in a story that is read aloud to them. 	<ul style="list-style-type: none"> - Say something about who was in the story, what happened and where it took place. - Say something about a key aspect of a non-fiction book or story. - Sequence three events from a familiar story, using puppets, pictures from the book or role-play. - Point to title of book on front cover. - Make inferences to answer a question about a character's emotions in a familiar picture book read aloud to them, where answer is heavily cued. - Suggest how an unfamiliar story read aloud to them might end. - Recognise repetition of words or phrases in a short passage of text. - Know that a book has a beginning and end and turns most of the pages between them accurately. - Recognise the difference between fiction/non-fiction books. 	<ul style="list-style-type: none"> - Retrieve information from pictures in a book that has been read to them, in response to a simple question. - Make inferences to answer a simple question related directly to characters' emotions in a familiar picture book read aloud to them, where answer is signposted in book but question is quite open. - With prompting, show understanding of many common words and phrases in a story that is read aloud to them. - Recognise the difference between fiction/non-fiction books. 	<ul style="list-style-type: none"> - Understand that information can be found in books, computers and other sources. - Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. - Make simple, plausible suggestions about what will happen next in a book they are reading. - When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. - With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. - Know that stories have a beginning, middle and an end. 	<ul style="list-style-type: none"> - Make inferences to answer a question beginning 'Why do you think...?' in a book they have read, where answer is clearly signposted. - Able to identify the repeated sound, having heard a phrase with clear alliteration. 	<ul style="list-style-type: none"> • <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> • <i>Anticipate (where appropriate) key events in stories.</i> • <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i>
Literacy- Word Reading	<ul style="list-style-type: none"> - Starting RWI program with focused phonics session (30 minutes every day). - Can say set 1 sounds. - Can recognise set 1 sounds. - Can say the rhyme to support letter formation. - Orally segment CVC words with support. - Orally blend a CVC Word with support. - Say what sound their name begins with. - Initial sounds- Simple and familiar words. - Hearing and identifying initial sounds. 	<ul style="list-style-type: none"> - Continue with RWI program with focused phonics session (30 minutes every day). - Can say set 1 sounds. - Can recognise set 1 sounds. - Can say the rhyme to support letter formation. - Orally segment CVC words independently. - Orally blend a CVC Word independently. - Say what sound their name begins with. - Initial sounds- Simple and familiar words. 	<ul style="list-style-type: none"> - Continue with RWI program with focused phonics session (30 minutes every day). - Can confidently recall and recognise set 1 sounds. - Understanding what a 'best buddy' sound is (grapheme). - Say set 2 sounds. - Recognise set 2 sounds. - Orally segment words containing set 2 sounds. - Orally blend words with set 2 sounds. - Independently read simple CVC words. 	<ul style="list-style-type: none"> - Continue with RWI program with focused phonics session (30 minutes every day). - Can confidently recall and recognise set 1 sounds. - Understanding what a 'best buddy' sound is (grapheme). - Say set 2 sounds. - Recognise set 2 sounds. - Orally segment words containing set 2 sounds independently. - Orally blend words with set 2 sounds independently. 	<ul style="list-style-type: none"> - Continue with RWI program with focused phonics session (30 minutes every day). - Can confidently recall and recognise set 1 sounds. - Understanding what a 'best buddy' sound is (grapheme). - Say set 2 sounds. - Recognise set 2 sounds. - Orally segment words containing set 2 sounds independently. - Orally blend words with set 2 sounds independently. - Independently read simple CVC words. 	<ul style="list-style-type: none"> - Continue with RWI program with focused phonics session (30 minutes every day). - Can confidently recall and recognise set 1 sounds. - Understanding what a 'best buddy' sound is (grapheme). - Say set 2 sounds. - Recognise set 2 sounds. - Orally segment words containing set 2 sounds independently. - Orally blend words with set 2 sounds independently. - Independently read simple CVC words. 	<ul style="list-style-type: none"> • <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i> • <i>Read words consistent with their phonic knowledge by sound-blending.</i> • <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some</i>

	<ul style="list-style-type: none">- Begin to recognise some HFW.	<ul style="list-style-type: none">- Hearing and identifying initial sounds.- Recap on last terms HFW and introduce new set.- Hearing and identifying initial sounds, middle sounds and end sounds in familiar words.	<ul style="list-style-type: none">- Recognise simple Reception HFW.- Hearing and identifying initial sounds, middle sounds and end sounds in familiar words.- Understand the concept of an 'alien' or 'nonsense' word.	<ul style="list-style-type: none">- Independently read simple CVC words.- Begin to read CVCC and CCVC.- Recognise simple Reception HFW and begin to recognise these in simple sentences.- Hearing and identifying initial sounds, middle sounds and end sounds in familiar words.- Gain confidence in attempting to read unfamiliar words.- Orally segment and blend different alien words	<ul style="list-style-type: none">- Begin to read CVCC and CCVC.- Recognise simple Reception HFW and begin to recognise these in simple sentences and books.- Hearing and identifying initial sounds, middle sounds and end sounds in familiar words.- Gain confidence in attempting to read unfamiliar words.- Explore and read 'alien' or nonsense words using phonic knowledge.	<ul style="list-style-type: none">- Begin to read CVCC and CCVC.- Recognise simple Reception HFW and begin to recognise these in simple sentences and books.- Hearing and identifying initial sounds, middle sounds and end sounds in familiar words- Gain confidence in attempting to read unfamiliar words.- Understand the concept of an 'alien' or 'nonsense' word.- Explore 'blends' at the start of words. (crab, crisp).- Explore and read 'alien' or nonsense words using phonic knowledge.	<i>common exception words.</i>
Literacy- Writing	<ul style="list-style-type: none">- Hold a pencil correctly.- Develop an effective pencil grip.- Make writing-like marks which can be distinguished from drawing.- Follow lines and shapes with writing equipment e.g. chalk/ felt tips/crayons.- Repeat and remember a sentence about a picture suggested by and rehearsed with the teacher.- Begin to form letters using RWI knowledge of set 1 sounds.- Understand that letters have a 'starting place'.- Gain confidence with writing some/all of name.- Begin to understand that words can be segmented into sounds- 'chopping' up a word.	<ul style="list-style-type: none">- Hold a pencil correctly and develop an effective pencil grip.- Gain confidence with following and copying lines and shapes.- Repeat and remember a sentence about a picture suggested by and rehearsed with the teacher.- Begin to form letters using RWI knowledge of set 1 sounds.- Understand that letters have a 'starting place'.- Gain confidence with writing name.- Attempt to write simple captions and labels that include learnt sounds.- Gain confidence with segmenting CVC words.- Using 'sound buttons' to segment simple CVC words.- Include some recognisable familiar letters and numbers in their 'writing'.- Can identify and recall what sounds they have written.- Word count the number of words spoken in a sentence.	<ul style="list-style-type: none">- Can confidently link set 1 letters to sounds and form these using RWI rhymes.- With support, can orally rehearse a sentence before writing and word count the number of words spoken.- Can copy under a model, correctly forming some letters.- Begin to use a stimulus to construct own sentence idea and say them out loud.- Can segment a spoken CVC word before choosing graphemes to represent the sounds.- Using 'sound buttons' to segment simple CVC words.- Begin to write words that contain 'best buddies' (set 2 sounds).- The child attempts to write a rehearsed sentence.- Gaining confidence with recalling what they have written.- Understanding that we write words from left to right and on a line.	<ul style="list-style-type: none">- Forming set 1 sounds correctly and at an appropriate size.- Understanding that we write words from left to right and on a line.- Begin to use own ideas to construct a simple sentence.- Using sound buttons to segment simple CVC words and create simple sentences containing CVC words.- Using sound buttons (wavy line) to add known HFW to simple sentences.- With support, begin to add simple punctuation to simple sentences.- With support, begin to explore capital letters.- Beginning to use phonic knowledge to have a go at spelling unfamiliar words.- Leaves spaces between words and/or word-like clusters in their writing.- Understanding that we write for different purposes e.g. letters, cards etc.	<ul style="list-style-type: none">- Forming set 1 sounds correctly and at an appropriate size.- Understanding that we write words from left to right and on a line.- Recognising handwriting mistakes and correcting them.- Using sound buttons to segment simple CVC words and create simple sentences containing CVC words and HFW.- Beginning to add own simple punctuation to simple sentences.- Use phonic knowledge have a go at spelling unfamiliar words.- Leaves spaces between words and/or word-like clusters in their writing.- Begin to rehearse joining sentences using simple connectives.- Confident in constructing own sentence ideas, adding new vocab learnt.- Understanding that we write for different purposes e.g. letters, cards etc.	<ul style="list-style-type: none">- Forming set 1 sounds correctly and at an appropriate size.- Understanding that we write words from left to right and on a line.- Recognising handwriting mistakes and correcting them.- Using sound buttons to segment simple CVC words and create simple sentences containing CVC words and HFW.- Beginning to add own simple punctuation to simple sentences.- Use phonic knowledge have a go at spelling unfamiliar words.- Leaves spaces between words and/or word-like clusters in their writing.- Begin to rehearse joining sentences using simple connectives.- Confident in constructing own sentence ideas, adding new vocab learnt.- Understanding that we write for different purposes e.g. letters, cards etc.	<ul style="list-style-type: none">• <i>Write recognisable letters, most of which are correctly formed.</i>• <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i>• <i>Write simple phrases and sentences that can be read by others</i>
Area	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	Goals
Mathematics- Number	<ul style="list-style-type: none">- Learn to count reliably to 5 <i>the 1:1 principle</i> <i>the stable order principle</i> <i>the cardinal principle</i> <i>the abstraction principle</i> <i>the order-irrelevance principle</i> <ul style="list-style-type: none">- Recognise the numerals 1, 2, 3, 4 and 5.- Explore Ten Town characters 1-5.	<ul style="list-style-type: none">- Learn to count reliably to 5 <i>the 1:1 principle</i> <i>the stable order principle</i> <i>the cardinal principle</i> <i>the abstraction principle</i> <i>the order-irrelevance principle</i> <ul style="list-style-type: none">- Recognise the numerals 1, 2, 3, 4 and 5.- Explore Ten Town characters 1-10.	<ul style="list-style-type: none">- Learn to count reliably to 10 <i>the 1:1 principle</i> <i>the stable order principle</i> <i>the cardinal principle</i> <i>the abstraction principle</i> <i>the order-irrelevance principle</i> <ul style="list-style-type: none">- Recognise the numerals 1-10.- Explore Ten Town characters 1-10.	<ul style="list-style-type: none">- Learn to count reliably to 10 <i>the 1:1 principle</i> <i>the stable order principle</i> <i>the cardinal principle</i> <i>the abstraction principle</i> <i>the order-irrelevance principle</i> <ul style="list-style-type: none">- Recognise the numerals 1-10.- Explore Ten Town characters 1-10.	<ul style="list-style-type: none">- Learn to count reliably to 20 <i>the 1:1 principle</i> <i>the stable order principle</i> <i>the cardinal principle</i> <i>the abstraction principle</i> <i>the order-irrelevance principle</i> <ul style="list-style-type: none">- Recognise the numerals 1-20.- Explore Ten Town characters 1-20 (PV).	<ul style="list-style-type: none">- Learn to count reliably to 20 <i>the 1:1 principle</i> <i>the stable order principle</i> <i>the cardinal principle</i> <i>the abstraction principle</i> <i>the order-irrelevance principle</i> <ul style="list-style-type: none">- Recognise the numerals 1-20.- Explore Ten Town characters 1-20 (PV).	<ul style="list-style-type: none">• <i>Have a deep understanding of number to 10, including the composition of each number.</i>• <i>Subitise (recognise quantities without counting) up to 5.</i>• <i>Automatically recall (without reference to</i>

	<ul style="list-style-type: none"> - Recognise different representations of numbers up to 5 e.g. a five frame and on dice. - Recognise a 5 frame and know that when it is full it represents 5. - Understand that even if the order or arrangement changes, the number stays the same 	<ul style="list-style-type: none"> - Recognise different representations of numbers up to 5 e.g. a five frame and on dice. - Recognise a 5 frame and know that when it is full it represents 5. - Understand that even if the order or arrangement changes, the number stays the same 	<ul style="list-style-type: none"> - Recognise different representations of numbers up to 10 e.g. a ten frame, number shapes. - Recognise a 10 frame and know that when it is full it represents 10. - Understand that even if the order or arrangement changes, the number stays the same. - Represent the numbers 6–10 on a ten frame. - Recognise that they can count on using a ten frame, understanding that a full row is 5. - Count 6–10 objects out from a larger group. 	<ul style="list-style-type: none"> - Recognise different representations of numbers up to 10 e.g. a ten frame, number shapes. - Recognise a 10 frame and know that when it is full it represents 10. - Understand that even if the order or arrangement changes, the number stays the same. - Represent the numbers 6–10 on a ten frame. - Recognise that they can count on using a ten frame, understanding that a full row is 5. - Count 6–10 objects out from a larger group. 	<ul style="list-style-type: none"> - Recognise different representations of numbers up to 20 e.g. 2 ten frames, number shapes. - Recognise how to show 1-20 on 2 10 frames. - Understand that even if the order or arrangement changes, the number stays the same. - Represent the numbers 1-20 on two ten frames. - Recognise that they can count on using a ten frame, understanding that a full one is 10. - Count 1-20 objects out from a larger group. 	<ul style="list-style-type: none"> - Recognise different representations of numbers up to 20 e.g. 2 ten frames, number shapes. - Recognise how to show 1-20 on 2 10 frames. - Understand that even if the order or arrangement changes, the number stays the same. - Represent the numbers 1-20 on two ten frames. - Recognise that they can count on using a ten frame, understanding that a full one is 10. - Count 1-20 objects out from a larger group. 	<p><i>rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</i></p>
Mathematics-Numerical Patterns	<ul style="list-style-type: none"> - Learn to rote count to 5. - Use number rhymes to explore counting on and back from 5. - Match groups of objects to the correct numeral. - Compare more and fewer by comparing groups of up to 5 objects presented in different ways, including dice formation. - Learn that groups of objects can have the same amount in them, even if they look different. Line up objects to check which group has more or fewer. 	<ul style="list-style-type: none"> - Find one more and one less than a number within 5 using the story structure ‘first, then, now’. - Represent 1 more/ 1 less stories using objects. - Represent 1 more/1 less stories using pictures. - Represent 1 more/ 1 less stories using 5 frames. - Use the vocabulary one less and one more in the correct context. - Tell first, then, now stories to express one more or one less. - Identify a part-whole model. - Partition numbers 1-5 into two groups using a part-whole model. - Begin to learn number bonds to 5, using part-whole model and five frames. 	<ul style="list-style-type: none"> - Rote count to 10. - Use number rhymes to explore counting on and back from 10. - Represent 10 using concrete objects e.g. conkers in a ten frame. - Represent 10 using pictorial representations. - Identify more/ less than a number up to 10. - Use the language more/fewer to compare groups of up to 10. - Begin to find difference in groups by counting on/back. - Confidently use the vocabulary of part and whole. - Accurately identify two parts and their combined whole. - Use a part-whole model to show two parts and the whole, in various orientations. - Show that they understand altogether as the combined total of all the parts 	<ul style="list-style-type: none"> - Rote count to 10. - Use number rhymes to explore counting on and back from 10. - Confidently use the vocabulary of number bonds and addition. - Accurately identify pairs of numbers with a total of 10. - Use a ten frame and a part-whole model to represent bonds to 10 - Understand inverse operations - if 8 and 2, for example, make 10, then so must 2 and 8. - Recognise, understand and use the vocabulary linked to number bonds and subtraction - Understand the structure of subtraction and finding a missing part. - Identify how many are left when a variety of numbers are subtracted from 10. - Begin to see the inverse relationship between addition number bonds to 10 and subtraction number bonds to 10 - Use ‘first, then, now’ stories to represent subtraction. 	<ul style="list-style-type: none"> - Count forwards and backwards between 1 and 10 confidently - Rote count to 20. - Use number rhymes to explore counting on and back from 20. - Use a 1–10 number track to count on or count back. - Explain how they know what number to start on, how many jumps to make on the number line and how to identify the answer. - Add or take away numbers using a first, then, now story structure. - Confidently count forwards and backwards to 20. - Accurately count an irregular set of up to 20 objects or resources. - Identify one more and one less than a given number to 20 - Use vocabulary such as more and fewer to compare numbers and quantities. - Confidently use a range of resources to represent given numbers. - Use concrete manipulatives to double and halve numbers. - Show why a number is odd or even. - Identify doubles to double 5. - Explain that even numbers can be shared into two equal groups and odd numbers cannot. - Halve even numbers to 10 by sharing into two equal groups. 	<ul style="list-style-type: none"> - Count forwards and backwards between 1 and 10 confidently. - Rote count to 20. - Begin to rote count beyond 20 using help of songs/ chanting/ number lines/ 50 & 100 squares. - Use number rhymes to explore counting on and back from 20. - Use a 1–10 number track to count on or count back. - Explain how they know what number to start on, how many jumps to make on the number line and how to identify the answer. - Sort up to 5 objects into two groups. - Describe how they have sorted the objects. - Know that there is often more than one way to sort a collection. - Understand that a collection can be sorted into more than two groups. - Understand the structure of subtraction and finding a missing part. - Identify how many are left when a variety of numbers are subtracted from 20. 	<ul style="list-style-type: none"> • <i>Verbally count beyond 20, recognising the pattern of the counting system.</i> • <i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i> • <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</i>

Shape, Space & Measurement (KS1 preparation)	<ul style="list-style-type: none"> - Explore describe and compare 3D and 2D shapes. - Explore properties with a focus in rolling and stacking with 3D shapes and viewing 2D shapes in different orientations. 	<ul style="list-style-type: none"> - Use key language related to space; positional language and directional language. - Use language related to days of the week, months of the year. 	<ul style="list-style-type: none"> - Understand and explore notions of; length, height and weight. - Compare two or more items using the vocabulary of measure. - Use non-standard measures to measure then compare items. - Describe the length, height and weight of objects using everyday language. - Understand the difference between length, height and weight. - Use non-standard units to measure and compare length, height and weight. - Solve problems involving length, height and weight 	<ul style="list-style-type: none"> - Recognise and describe AB patterns. - Continue AB & ABB patterns and make their own patterns - Translate or copy patterns from one form to another; such as from a colour pattern into an action, sound or shape pattern. 	<ul style="list-style-type: none"> - Recognise common 2D shapes (triangles and squares) - Recognise that shapes can be put together to build a new shape - Build and represent a new shape by combining two or more shapes - Make a link to how numbers and shapes can be partitioned 	<ul style="list-style-type: none"> - Describe the capacity of objects using everyday language - Visually compare capacity using taught vocabulary - Solve problems involving and capacity - Order three familiar events from their day - Discuss what is happening in each picture - Use the language related to time: before, after, next, then, later. - Introduction to clocks and use mathematical language related to time. 	
Area	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	Goals
Physical Development - Gross Motor	<ul style="list-style-type: none"> - Use large-muscle movements to wave flags and streamers, paint and make marks - Skip, hop, stand on one leg and hold a pose for a game like musical statues - Start taking part in some group activities which they make up for themselves, or in teams. - Negotiate space effectively, without bumping into others. - Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - Practise and refine; rolling - walking - running - skipping - crawling - jumping - hopping – climbing skills. - Begin to develop core strength through balancing and stretching e.g. yoga poses. - Practise moving body with accuracy and fluency e.g. through dance. 	<ul style="list-style-type: none"> - Negotiate space effectively, without bumping into others. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Use a variety of equipment to Practise aiming at a target. - Practise and refine; rolling - walking - running - skipping - crawling - jumping - hopping – climbing skills. - Begin to develop core strength through balancing and stretching e.g. yoga poses. - Practise moving body with accuracy and fluency e.g. through dance. 	<ul style="list-style-type: none"> - Take part in activities that develop overall body-strength, balance, co-ordination and agility. - Gain core strength through balancing and stretching e.g. yoga poses. - Develop and refine ball skills including; throwing, catching, kicking, passing, batting, and aiming. - Combine different movements with ease and fluency. - Begin to understand that games have rules and instructions. - Use a variety of equipment to practise aiming at a target. 	<ul style="list-style-type: none"> - Take part in activities that develop overall body-strength, balance, co-ordination and agility. - Gain core strength through balancing and stretching e.g. yoga poses - Develop and refine ball skills including; throwing, catching, kicking, passing, batting, and aiming. - Combine different movements with ease and fluency. - Begin to understand that games have rules and instructions. - Use a variety of equipment to Practise aiming at a target. 	<ul style="list-style-type: none"> - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Understand that games have rules and instructions - Begin to take part in team games that involve working as a team. 	<ul style="list-style-type: none"> - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Understand that games have rules and instructions. - Begin to take part in team games that involve working as a team. 	<ul style="list-style-type: none"> • <i>Negotiate space and obstacles safely, with consideration for themselves and others.</i> • <i>Demonstrate strength, balance and coordination when playing.</i> • <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i>
Physical Development- Fine Motor	<ul style="list-style-type: none"> - Show a preference for a dominant hand. - Practise using finger and thumb grip using a variety of equipment e.g. lego, tweezers, peg boards. - Practise eye-hand coordination e.g. threading shapes. - Learn how to hold a pair of scissors and make snips in paper. 	<ul style="list-style-type: none"> - Show a preference for a dominant hand. - Practise using finger and thumb grip using a variety of equipment e.g. lego, tweezers, peg boards. - Practise eye-hand coordination e.g. threading shapes. - Learn how to hold a pair of scissors and make snips in paper. 	<ul style="list-style-type: none"> - Manipulate a variety of materials using dominant and non-dominant hands e.g. dough. - Gain confidence in using scissors, holding them correctly and beginning to cut out simple lines. - Hold jumbo pencil correctly with confidence and be able to follow lines and shapes. - Learn how to correctly hold cutlery. 	<ul style="list-style-type: none"> - Manipulate a variety of materials using dominant and non-dominant hands e.g. dough. - Gain confidence in using scissors, holding them correctly and beginning to cut out simple lines. - Hold jumbo pencil correctly with confidence and be able to follow lines and shapes. - Learn how to correctly hold cutlery. 	<ul style="list-style-type: none"> - Refine finger and thumb grip using a variety of activities e.g. threading beads on to a string. - Refine scissor control, cutting out simple shapes and using the other hand to maneuver the paper. - Begin to confidently hold a thin pencil and be able to follow lines, shapes. 	<ul style="list-style-type: none"> - Refine finger and thumb grip using a variety of activities e.g. threading beads on to a string. - Refine scissor control, cutting out simple shapes and using the other hand to maneuver the paper. - Begin to confidently hold a thin pencil and be able to follow lines, shapes. 	<ul style="list-style-type: none"> • <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i> • <i>Use a range of small tools, including scissors, paintbrushes and cutlery.</i>

	<ul style="list-style-type: none"> - Learn how to hold a pencil with correct pencil grip. - Practise holding a variety of tools for mark-making e.g. felt tips, chalks etc. - Practise using hand-eye coordination to copy a simple picture. 	<ul style="list-style-type: none"> - Learn how to hold a pencil with correct pencil grip. - Practise holding a variety of tools for mark-making e.g. felt tips, chalks etc. - Practise using hand-eye coordination to copy a simple picture. 	<ul style="list-style-type: none"> - Learn how to correctly hold a paintbrush and use it effectively. - Practise drawing shapes clockwise and anti-clockwise. - Begin to copy shapes, letters, numbers with visual support. - Use hand-eye coordination to draw own picture from their memory. 	<ul style="list-style-type: none"> - Learn how to correctly hold a paintbrush and use it effectively. - Practise drawing shapes clockwise and anti-clockwise. - Begin to copy shapes, letters, numbers with visual support. - Use hand-eye coordination to draw own picture from their memory. 	<ul style="list-style-type: none"> - Confidently copying letters, shapes, numbers independently. - Effectively use single hand tools to copy and create own pictures. 	<ul style="list-style-type: none"> - Confidently copying letters, shapes, numbers independently. - Effectively use single hand tools to copy and create own pictures. 	<ul style="list-style-type: none"> • <i>Begin to show accuracy and care when drawing.</i>
Area	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	Goals
Expressive Art and Design- Creating with material	<ul style="list-style-type: none"> - Make simple models which express their ideas - Use their imagination as they consider what they can do with different materials. - Enjoy using, hands, fingers, pens, pencils, chalk to create pictures. - Use and control a range of media. - Draw on different surfaces. - Produce lines of different thickness and tone using a pencil. - Start to produce different patterns and textures. 	<ul style="list-style-type: none"> - Enjoy using a variety of tools for painting - Recognise and name primary colours - Explore colour mixing. - Explore paint on different surfaces - Look and discuss what they have produced, describing media and techniques used - Develop storylines in their pretend play 	<ul style="list-style-type: none"> - Use a variety of malleable media - Apply simple decoration - Cut shapes using scissors - Build a construction using a variety of objects - Look and discuss what they have produced, describing media and techniques used - Develop storylines in their pretend play 	<ul style="list-style-type: none"> - Explore a variety of fabric - Decorate a piece of fabric - Simple weaving - Fabric collage - Create different textures with material - Develop storylines in their pretend play 	<ul style="list-style-type: none"> - Taking rubbings from a variety of objects - Create simple pictures from printing - Develop patterns by using objects - Use stencils to create pictures - Look and discuss what they have produced, describing media and techniques used - Create collaboratively, sharing ideas, resources and skills - Develop storylines in their pretend play 	<ul style="list-style-type: none"> - Draw simple faces - Select appropriate colours to paint faces - Select appropriate collage materials to create a simple face - Create collaboratively, sharing ideas, resources and skills. - Develop storylines in their pretend play - Gain confidence with colour mixing. - Selecting a colour for a purpose 	<ul style="list-style-type: none"> • <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> • <i>Share their creations, explaining the process they have used.</i> • <i>Make use of props and materials when role playing characters in narratives and stories.</i>
Expressive Art and Design- Being Imaginative and Expressive	<ul style="list-style-type: none"> - Enjoy and take part in well-known action songs/ nursery rhymes, such as 'Twinkle, Twinkle Little Star'. - Remember and sing entire songs. - Enjoy listening to short poems. - Begin to develop stories using small world equipment like animal sets, dolls and dolls houses, etc. in their play. 	<ul style="list-style-type: none"> - Enjoy and take part in well-known action songs/ nursery rhymes, such as 'Twinkle, Twinkle Little Star'. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Begin to explore a variety of musical instruments, exploring the sounds they make through shaking, banging, scraping etc. - Enjoy learning and reciting a short poem as a group. - Begin to develop stories using small world equipment like animal sets, dolls and dolls houses, etc. in their play. 	<ul style="list-style-type: none"> - Learn to recite a well-known nursery rhyme independently. - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Gain confidence with using instruments for a purpose. - Practise performing music, dance, songs as a group. - Enjoy listening to short poems and exploring rhyming poetry. - Begin to develop and adapt familiar stories using puppets and props with the support of an adult. 	<ul style="list-style-type: none"> - Learn to recite a well-known nursery rhyme independently. - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Gain confidence with using instruments for a purpose. - Practise performing music, dance, songs as a group. - Enjoy listening to and reciting short poems, exploring the rhythm and language. - Begin to develop and adapt familiar stories using puppets and props with the support of an adult. 	<ul style="list-style-type: none"> - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control and copy a rhythm. - Practise performing music/ dance/ songs/poems solo and as a group. - Explore creating own poems as a group with adult support. - Gain confidence with developing own narratives and support these using props/ puppets. 	<ul style="list-style-type: none"> - Create their own songs, or improvise a song around one they know - Play instruments with increasing control and copy a rhythm. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Practise performing music/ dance/ songs/poems solo and as a group. - Explore creating own poems as a group with adult support. - Gain confidence with developing own narratives and support these using props/ puppets, sharing these with others. 	<ul style="list-style-type: none"> • <i>Invent, adapt and recount narratives and stories with peers and their teacher.</i> • <i>Sing a range of well-known nursery rhymes and songs.</i> • <i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</i>
Area	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	Goals
Communication and Language- Listening and Attention & Understanding	<ul style="list-style-type: none"> - Explore what it means to listen, what makes a good listener? - Practise listening to an adult 1:1 - Practise listening to a peer 1:1 - Practise listening to an adult as a small group. - Practise listening to an adult as a whole class. 	<ul style="list-style-type: none"> - Continue to develop listening skills in 1:1 situations and as a small/ large group. - Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time e.g. dough disco 	<ul style="list-style-type: none"> - Continue to develop listening skills in 1:1 situations and as a small/ large group. - Listen to and talk about stories to build familiarity and understanding. - Demonstrate their understanding by responding to questions that 	<ul style="list-style-type: none"> - Continue to develop listening skills in 1:1 situations and as a small/ large group. - Listen to a range of poems, rhymes, short stories that use props. - Demonstrate their understanding by responding to questions that 	<ul style="list-style-type: none"> - Continue to develop listening skills in 1:1 situations and as a small/ large group. - Listen to a range of poems, rhymes, short stories that use no props or visual stimulus. - Demonstrate their understanding by responding to questions that adults and 	<ul style="list-style-type: none"> - Continue to develop listening skills in 1:1 situations and as a small/ large group. - Listen to a range of poems, rhymes, short stories that use no props or visual stimulus. - Demonstrate their understanding by responding to questions that adults and 	<ul style="list-style-type: none"> • <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> • <i>Make comments</i>

	<ul style="list-style-type: none"> - Listen to simple stories and understand what is happening, with the help of the pictures - Listen carefully to rhymes and songs, paying attention to how they sound. - Understand simple questions about 'who', 'what' and 'where'. - Begin to understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Understand and follow simple 1 step instructions. 	<ul style="list-style-type: none"> - Understand questions that are asked of them and respond appropriately. - Understand and follow simple instructions. 	<p>adults ask them appropriately.</p> <ul style="list-style-type: none"> - Begin to follow 2 step instructions. 	<p>adults ask them appropriately.</p> <ul style="list-style-type: none"> - Begin to follow 2 step instructions. 	<p>peers ask them appropriately.</p> <ul style="list-style-type: none"> - Begin to follow multiple step instructions. 	<p>peers ask them appropriately.</p> <ul style="list-style-type: none"> - Begin to follow multiple step instructions. 	<p><i>about what they have heard and ask questions to clarify their understanding.</i></p> <ul style="list-style-type: none"> • <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</i>
Communication and Language-Speaking	<ul style="list-style-type: none"> - Use talk to discuss their own ideas to a peer. - Use talk to discuss their ideas to a small group. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." - Use longer sentences of six words +. - Use word endings appropriately. - Use vocabulary that is focused on their interest and that is important to them. - Begin to learn new vocabulary Name and describe people who are familiar to them. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> - Confidently use talk to discuss their ideas to a partner and to a small group. - Use talk to discuss their ideas to a large group (whole class). - Articulate their ideas and thoughts in well-formed sentences. - Use new vocabulary in different contexts. - Use new vocabulary throughout the day. - Can start a conversation with an adult or a friend, and continue it for many turns. - Talk about their immediate family. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Articulate their ideas and thoughts in well-formed sentences. - Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions - Listen to and talk about stories to build familiarity and understanding - Talk about their immediate family and community. 	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Engage in extended conversations about stories, learning new vocabulary - Talk about what they see, using a wide range of vocabulary. - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail. - Describe what they see, hear and feel whilst outside. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. - Make comments about what they have heard and ask questions to clarify their meanings. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. 	<p><i>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p> <ul style="list-style-type: none"> • <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> • <i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>
Area	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	Goals
PSED- Self Regulation	<ul style="list-style-type: none"> - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Identify what makes them happy/sad/angry/ worried. - Begin to learn classroom rules and routines. E.g. carpet rules. - Begin to focus attention on speaker, in small and large groups. 	<ul style="list-style-type: none"> - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - Use literature to explore feelings further. - Identify what makes them happy/sad/angry/ worried. - Follow classroom rules and routines. E.g. carpet rules. 	<ul style="list-style-type: none"> - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Use literature to explore feelings further. - Identify what makes them happy/sad/angry/ worried. - Describe how emotions make them feel. 	<ul style="list-style-type: none"> - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - Use literature to explore feelings further. - Identify what makes them happy/sad/angry/ worried. - Describe how emotions make them feel. 	<ul style="list-style-type: none"> - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Identify and discuss other people's feelings and emotions. - Recognise facial expressions of others and discuss how they may be feeling. Explain why. 	<ul style="list-style-type: none"> - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - Identify and discuss other people's feelings and emotions. - Recognise facial expressions of others and discuss how they may be feeling. Explain why. 	<ul style="list-style-type: none"> • <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> • <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i>

	<ul style="list-style-type: none"> - Follow simple instructions. 	<ul style="list-style-type: none"> - Begin to focus attention on speaker, in small and large groups. - Follow simple instructions. 	<ul style="list-style-type: none"> - Confidently follow classroom rules and routines. E.g. carpet rules. - Focus attention on speaker, in small and large groups and engage in simple activity (2-way attentions). - Follow instructions that have more than 1 part. 	<ul style="list-style-type: none"> - Confidently follow classroom rules and routines. E.g. carpet rules. - Begin to understand wider school rules. - Focus attention on speaker, in small and large groups and engage in simple activity (2-way attentions). - Follow instructions that have more than 1 part. 	<ul style="list-style-type: none"> - Confidently follow classroom rules and routines. E.g. carpet rules. - Follow wider school rules with confidence. - Focus attention on speaker, in small and large groups and respond appropriately. - Follow more complex instructions that carry 3 parts +. 	<ul style="list-style-type: none"> - Confidently follow classroom rules and routines. E.g. carpet rules. - Follow wider school rules with confidence. - Focus attention on speaker, in small and large groups and respond appropriately. - Follow more complex instructions that carry 3 parts +. 	<ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
PSED- Managing Self	<ul style="list-style-type: none"> - Separate from carer into new classroom. - Recognise and discuss each of Weston's 'secrets of success' and explore how they are related to dojo points; Concentrate & Improve - Begin to learn classroom rules and routines. E.g. carpet rules. - Learn to wash hands. - Use the toilet independently. - Learn to choose their own lunch and choices from the salad bar. 	<ul style="list-style-type: none"> - Increasingly follow classroom and playground rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Identify ways in which children can contribute to keeping healthy; teeth brushing. - Recognise and discuss each of Weston's 'secrets of success' and explore how they are related to dojo points; Work Hard 	<ul style="list-style-type: none"> - Increasingly follow classroom and playground rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Identify ways in which children can contribute to keeping healthy; screen time and road safety. - Recognise and discuss each of Weston's 'secrets of success' and explore how they are related to dojo points; Understanding Others 	<ul style="list-style-type: none"> - Increasingly follow classroom, playground and wider school rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Identify ways in which children can contribute to keeping healthy; sleep routine. - Recognise and discuss each of Weston's 'secrets of success' and explore how they are related to dojo points; Try New Things 	<ul style="list-style-type: none"> - Increasingly follow classroom, playground and wider school rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Identify ways in which children can contribute to keeping healthy; healthy eating. - Recognise and discuss each of Weston's 'secrets of success' and explore how they are related to dojo points; Push Yourself 	<ul style="list-style-type: none"> - Increasingly follow classroom, playground and wider school rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Identify ways in which children can contribute to keeping healthy; physical exercise. - Recognise and discuss each of Weston's 'secrets of success' and explore how they are related to dojo points; Don't Give Up, Imagine 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
PSED- Building Relationships	<ul style="list-style-type: none"> - Engage in meaningful interactions with the adults in their class. - Engage in planned meaningful interactions with a peer e.g. talk partners. - Play with one or more other children, extending and elaborating play ideas. - Show more confidence in new social situations. 	<ul style="list-style-type: none"> - Engage in meaningful interactions with other familiar staff members e.g. MDAs. - Engage in planned meaningful interactions with a 2/3 children e.g. building a model together. - Initiates play, offering cues to peers to join them. - Keeps play going by responding to what others are saying or doing. - Learn the difference between taking turns and sharing. (Your go, my go or one for you/ one for me) 	<ul style="list-style-type: none"> - Engage in meaningful interactions with other adults around school e.g. unfamiliar teachers. - Engage in planned meaningful interactions with a small group e.g. solving a puzzle together. - Initiates play, offering cues to peers to join them. - Keeps play going by responding to what others are saying or doing. - Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. - Confidently identify the difference between taking turns and sharing. (Your go/ my go or one for you/ one for me) 	<ul style="list-style-type: none"> - Engage in meaningful interactions with unfamiliar adults e.g. a guest speaker. - Engage in planned meaningful interactions 1:1 and in small groups. - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. - Takes steps to resolve conflicts with other children, e.g. finding a compromise. - Confidently identify the difference between taking turns and sharing which is evident in their play and interactions. 	<ul style="list-style-type: none"> - Become increasingly confident to interact with adults, familiar and unfamiliar and form a strong bond. - Engage in planned meaningful interactions 1:1 and in small groups with increasing confidence and ensuring their ideas are heard. - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. - Takes steps to resolve conflicts with other children, e.g. finding a compromise. - Confidently identify the difference between taking turns and sharing which is evident in their play and interactions. 	<ul style="list-style-type: none"> - Become increasingly confident to interact with adults, familiar and unfamiliar and form a strong bond. - Engage in planned meaningful interactions 1:1 and in small groups with increasing confidence and ensuring their ideas are heard. - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. - Takes steps to resolve conflicts with other children, e.g. finding a compromise. - Confidently identify the difference between taking 	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs

						turns and sharing which is evident in their play and interactions.	
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Weston Village Primary School

English LTP 2022-23

1 st Cycle	Autumn		Spring		Summer	
Turq (Y1) Year 1 Units	Major Glad, Major Dizzy Narrative: Discovery Narrative Purpose: To narrate Recount: Messages Purpose: To recount	Rapunzel Recount: Messages Purpose: To recount Instructions: How to catch a witch Purpose: To instruct	Hermelin Narrative: A Detective Story Purpose: To narrate Recount: Letters Purpose: To recount	Where the Wild Things Are Narrative: A Portal Story Purpose: To narrate Information: Wild Things Purpose: To inform	The Secret of Black Rock Narrative: A Return Story Purpose: To narrate Recount: Postcards Purpose: To recount	The Last Wolf Narrative: A Hunting Story Purpose: To narrate Instructions: Recipes Purpose: To instruct
Gold (Y1/2) Mixed Year 1 and 2 Units	The Journey Home Narrative: Discovery Narrative Purpose: To narrate Recount: Messages Purpose: To recount	Paper Planes Narrative: A Friendship Story Purpose: To narrate Recount: Messages Purpose: To inform	There's a Tiger in the Garden Narrative: Search and Return Narrative Purpose: To narrate Information: Invitation Purpose: To inform	Last Tree in the City (3 wk)/ Adventures of the Egg Box (3 wk) (Y1 units)	Tidy (3 wk) / Bloom (3wk) (Y2 units)	Jack and the Baked Beanstalk Narrative: Twisted Narrative Purpose: To narrate Persuasion: Persuasive Letters Purpose: To persuade
Purple (Y2) Year 2 Units	A River Narrative: Circular Narrative Purpose: To narrate Recount: Letter Purpose: To inform	The Night Gardener Narrative: Setting Narrative Purpose: To narrate Recount: Diary Purpose: To recount	The Bog Baby Narrative: Finding Narrative Purpose: To narrate Instructions: How to build a habitat Purpose: To instruct	Grandad's Island Narrative: Return Narrative Purpose: To narrate Information: Jungle Animals Purpose: To inform	The King Who Banned the Dark Narrative: Mistake Narrative Purpose: To narrate Information: How to be a Regal Leader Purpose: To inform	Rosie Revere Narrative: Invention Narrative Purpose: To narrate Explanation: How a machine works Purpose: To explain
Green (Y3) Year 4 Units	The Whale Narrative: Setting Narrative Purpose: To narrate Recount: Newspaper Report Purpose: To recount	Leaf Narrative: Outsider Narrative Purpose: To narrate Information: Polar Bears Purpose: To inform	Arthur and the Golden Rope Narrative: Myth Narrative Purpose: To Narrate Information: Defeating a Viking monster Purpose: To inform	The Lost Happy Endings Narrative: Twisted Narrative Purpose: To narrate Recount: Letter Purpose: To persuade	The Journey Narrative: Refugee Narrative Purpose: To narrate Recount: Diary Purpose: To recount	Manfish Narrative: Invention Narrative Purpose: To narrate Recount: Jacques Cousteau Biography Purpose: To recount
Blue (Y3/4) Year 4	The Whale Narrative: Setting	Leaf Narrative: Outsider	Arthur and the Golden Rope Narrative: Myth	The Lost Happy Endings Narrative: Twisted	The Journey Narrative: Refugee	Manfish Narrative: Invention

Units	Narrative Purpose: To narrate Recount: Newspaper Report Purpose: To recount	Narrative Purpose: To narrate Information: Polar Bears Purpose: To inform	Narrative Purpose: To Narrate Information: Defeating a Viking monster Purpose: To inform	Narrative Purpose: To narrate Recount: Letter Purpose: To persuade	Narrative Purpose: To narrate Recount: Diary Purpose: To recount	Narrative Purpose: To narrate Recount: Jacques Cousteau Biography Purpose: To recount
Yellow (Y4/5) Mixed Year 4 and 5 Units	Stories for Boys who Dare to Be Different/Goodnight Rebel Girls Narrative: Captivity Narrative Purpose: To narrate Information: Biography Purpose: To inform	The Secret Sky Garden (3wk unit) / The Great Kapok Tree (3 wk unit)	Henry's Freedom Box	The Errand	Greta and the Giants (3wk unit)/Wild in the Wind (3 wk unit)	
Orange (Y5/6) Year 6 Units	Rose Blanche Recount: Diary Purpose: To recount Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	A Story Like the Wind Narrative: Flashback Narrative Purpose: To narrate Recount: Newspaper Report Purpose: To recount	On the Origin of the Species Narrative: Discovery Narrative Purpose: To narrate Explanation: Adaption Explanation Purpose: To explain	Wolves (Revision Unit) Recount: First Person Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss Information Text: Wolves Purpose: To inform Narrative: Suspense Narrative Purpose: To narrate	Shackleton's Journey Narrative: Endurance Narrative Purpose: To narrate Recount: Magazine Article Purpose: To recount	Hansel and Gretel Narrative: Dual Narrative Purpose: To narrate Persuasion: Letter Purpose: To persuade
Yellow (Y6) Year 6 Units	Rose Blanche Recount: Diary Purpose: To recount Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	A Story Like the Wind Narrative: Flashback Narrative Purpose: To narrate Recount: Newspaper Report Purpose: To recount	On the Origin of the Species Narrative: Discovery Narrative Purpose: To narrate Explanation: Adaption Explanation Purpose: To explain	Wolves (Revision Unit) Recount: First Person Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss Information Text: Wolves Purpose: To inform Narrative: Suspense Narrative	Shackleton's Journey Narrative: Endurance Narrative Purpose: To narrate Recount: Magazine Article Purpose: To recount	Hansel and Gretel Narrative: Dual Narrative Purpose: To narrate Persuasion: Letter Purpose: To persuade

				Purpose: To narrate		
2 nd Cycle	Autumn		Spring		Summer	
Turq (Y1) Year 1 Units	Major Glad, Major Dizzy Narrative: Discovery Narrative Purpose: To narrate Recount: Messages Purpose: To recount	Rapunzel Recount: Messages Purpose: To recount Instructions: How to catch a witch Purpose: To instruct	Hermelin Narrative: A Detective Story Purpose: To narrate Recount: Letters Purpose: To recount	Where the Wild Things Are Narrative: A Portal Story Purpose: To narrate Information: Wild Things Purpose: To inform	The Secret of Black Rock Narrative: A Return Story Purpose: To narrate Recount: Postcards Purpose: To recount	The Last Wolf Narrative: A Hunting Story Purpose: To narrate Instructions: Recipes Purpose: To instruct
Gold (Y2) Mixed Year 2 Units	A River Narrative: Circular Narrative Purpose: To narrate Recount: Letter Purpose: To inform	The Night Gardener Narrative: Setting Narrative Purpose: To narrate Recount: Diary Purpose: To recount	The Bog Baby Narrative: Finding Narrative Purpose: To narrate Instructions: How to build a habitat Purpose: To instruct	Grandad's Island Narrative: Return Narrative Purpose: To narrate Information: Jungle Animals Purpose: To inform	The King Who Banned the Dark Narrative: Mistake Narrative Purpose: To narrate Information: How to be a Regal Leader Purpose: To inform	Rosie Revere Narrative: Invention Narrative Purpose: To narrate Explanation: How a machine works Purpose: To explain
Purple (Y2) Year 2 Units	A River Narrative: Circular Narrative Purpose: To narrate Recount: Letter Purpose: To inform	The Night Gardener Narrative: Setting Narrative Purpose: To narrate Recount: Diary Purpose: To recount	The Bog Baby Narrative: Finding Narrative Purpose: To narrate Instructions: How to build a habitat Purpose: To instruct	Grandad's Island Narrative: Return Narrative Purpose: To narrate Information: Jungle Animals Purpose: To inform	The King Who Banned the Dark Narrative: Mistake Narrative Purpose: To narrate Information: How to be a Regal Leader Purpose: To inform	Rosie Revere Narrative: Invention Narrative Purpose: To narrate Explanation: How a machine works Purpose: To explain
Green (Y3) Year 3 Units	The Iron Man Narrative: Approach Threat Narrative Purpose: To narrate Explanation: How to capture the Iron Man Purpose: To explain	Fox Narrative: Fable Narrative Purpose: To narrate Persuasion: Foxes Purpose: To inform	Rhythm of the Rain Narrative: Setting Narrative Purpose: To narrate Recount: River Information leaflet Purpose: To inform	Jemmy Button Narrative: Return Narrative Purpose: To narrate Recount: Letters Purpose: To recount	Egyptology Narrative: Egyptian Mystery Narrative Purpose: To narrate Recount: Secret Diary Purpose: To recount	Into the Forest Narrative: Lost Narrative Purpose: To narrate Recount: Newspaper Report Purpose: To recount
Blue (Y3/4) Year 3 Units	The Iron Man Narrative: Approach Threat Narrative Purpose: To narrate Explanation: How to capture the Iron Man Purpose: To explain	Fox Narrative: Fable Narrative Purpose: To narrate Persuasion: Foxes Purpose: To inform	Rhythm of the Rain Narrative: Setting Narrative Purpose: To narrate Recount: River Information leaflet Purpose: To inform	Jemmy Button Narrative: Return Narrative Purpose: To narrate Recount: Letters Purpose: To recount	Egyptology Narrative: Egyptian Mystery Narrative Purpose: To narrate Recount: Secret Diary Purpose: To recount	Into the Forest Narrative: Lost Narrative Purpose: To narrate Recount: Newspaper Report Purpose: To recount

Yellow (Y4/5) Mixed Year 3 Units	The Iron Man Narrative: Approach Threat Narrative Purpose: To narrate Explanation: How to capture the Iron Man Purpose: To explain	Fox Narrative: Fable Narrative Purpose: To narrate Persuasion: Foxes Purpose: To inform	Rhythm of the Rain Narrative: Setting Narrative Purpose: To narrate Recount: River Information leaflet Purpose: To inform	Jemmy Button Narrative: Return Narrative Purpose: To narrate Recount: Letters Purpose: To recount	Egyptology Narrative: Egyptian Mystery Narrative Purpose: To narrate Recount: Secret Diary Purpose: To recount	Into the Forest Narrative: Lost Narrative Purpose: To narrate Recount: Newspaper Report Purpose: To recount
Orange (Y5/6) Year 5 Units	Where Once We Stood Narrative: Exploration Narrative Purpose: To narrate Recount: Formal Report Purpose: To recount	FArTHER Narrative: Setting Narrative Purpose: To narrate Recount: Letter Purpose: To recount	The Hound of the Baskervilles Narrative: Cliffhanger Narrative Purpose: To narrate Recount: Formal Event Report Purpose: To inform	The Promise Narrative: Character Narrative Purpose: To narrate Recount: Newspaper Report Purpose: To recount	The Lost Book of Adventure Narrative: Survival Narrative Purpose: To narrate Explanation: Survival Guide Purpose: To explain	King Kong Narrative: Dilemma Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss
Yellow (Y6) Year 5 Units	Where Once We Stood Narrative: Exploration Narrative Purpose: To narrate Recount: Formal Report Purpose: To recount	FArTHER Narrative: Setting Narrative Purpose: To narrate Recount: Letter Purpose: To recount	The Hound of the Baskervilles Narrative: Cliffhanger Narrative Purpose: To narrate Recount: Formal Event Report Purpose: To inform	The Promise Narrative: Character Narrative Purpose: To narrate Recount: Newspaper Report Purpose: To recount	The Lost Book of Adventure Narrative: Survival Narrative Purpose: To narrate Explanation: Survival Guide Purpose: To explain	King Kong Narrative: Dilemma Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss



Weston Village Primary School

Maths LTP 2022-23

	Autumn	Spring	Summer
EYFS	Number Place Value Numbers to 5 Comparing groups within 5 Geometry Shape (3D and 2D shapes) Number - Place Value Change within 5 Number bonds within 5 Geometry Space	Number – Place Value Numbers to 10 Comparing numbers within 10 Number – Addition and Subtraction Addition to 10 Measurement Length, height, weight Number – Place Value Number bonds to 10 Number – Addition and Subtraction Subtraction Geometry Exploring patterns	Number – Place Value Counting on and counting back Numbers to 20 Numerical patterns Geometry Shape (composing and decomposing shape) Measurement Volume and capacity Sorting Time
Y1	Number - Place Value Sort and count objects Represent objects Recognise numbers as words Count on or back from any number 1 more Fewer, more, same Less than, greater than, equal to Order objects and numbers Addition and Subtraction Introduce parts and wholes Part-whole model Number bonds within 10 Addition – add together Subtraction – find a part Fact families Subtraction on a number line Add or subtract 1 or 2	Number - Addition and Subtraction Addition within 20 Subtraction within 20 Number - Place Value Numbers to 50 Geometry Length and height Weight and volume	Number – Multiplication and Division Multiplication Division Fractions Halves and quarters Geometry Position and direction Number - Place Value Numbers to 100 Measurement Time Money

Y2	<p>Number - Place Value Numbers to 20 Count objects to 100 by making 10s Partition numbers to 100 Estimate numbers on a number line Compare objects and numbers Count in 2s, 5s and 10s</p> <p>Number - Addition and Subtraction Bonds to 10 Fact families - addition and subtraction bonds within 20 Related facts Bonds to 100 (tens) Add and subtract 1s Add three 1-digit numbers Add and subtract to the next 10 10 more, 10 less Add and subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction Compare number sentences Missing number problems</p> <p>Shape Recognise 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Lines of symmetry on shapes Use lines of symmetry to complete shapes Sort 2-D shapes Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes</p>	<p>Number – Multiplication and Division Multiplication and division</p> <p>Statistics Statistics Length and height</p> <p>Geometry Properties of shape</p> <p>Fractions Fractions</p>	<p>Geometry Position and direction</p> <p>Number – addition and subtraction and Multiplication and Division Problem solving and efficient methods</p> <p>Measurement Time Weight, volume and temperature</p>
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	Sort 3-D shapes Make patterns with 2-D and 3-D shapes		
Y3	Number - Place Value Represent numbers to 100 Represent numbers to 1,000 Hundreds, tens and ones Find 1, 10 or 100 more or less Compare and order numbers to 1,000 Addition and Subtraction Apply number bonds within 10 Add and subtract 1s, 10s, 100s Add and subtract two numbers (no exchange) Add and subtract two numbers (across a 10 and 100) Add and subtract 2-digit and 3-digit numbers Complements to 100 Multiplication and division Multiplication – equal groups Sharing and grouping Multiply and divide by 3 Multiply and divide by 4 Multiply and divide by 8	Number – Multiplication and Division Multiplication and division Measurement Money Statistics Length Fractions Fractions	Fractions Fractions Measurement Time Geometry Angles properties of shape Measurement Mass Capacity
Y4	Number - Place Value Represent numbers to 1,000 Represent numbers to 10,000 Flexible partitioning of numbers to 10,000 Compare numbers to 10,000 Roman numerals Round to the nearest 10, 100 and 1,000 Addition and subtraction Add and subtract 1s, 10s, 100s and 1,000s	Number – Multiplication and Division Multiplication and division Measurement Area Fractions Fractions Number – Place Value Decimals	Number – Place Value Decimals Money Measurement Time Statistics Geometry Angles and 2D shapes

	<p>Add two 4-digit numbers – more than one exchange Subtract two 4-digit numbers – more than one exchange Efficient subtraction</p> <p>Area</p> <p>Multiplication and division The 3, 6 and 9 times-tables 7 times-table and division facts 11 times-table and division facts 12 times-table and division facts Divide a number by 1 and itself</p>		
Y5	<p>Number - Place Value Roman Numerals</p> <p>Read and write numbers to 1,000,000 <i>10/100/1,000/10,000/100,000 more or less</i></p> <p><i>Compare and order numbers to 1,000,000</i></p> <p><i>Round within 1,000,000</i></p> <p>Number - Addition and Subtraction <i>Add and subtract whole numbers with more than four digits</i> <i>Inverse operations (addition and subtraction)</i> <i>Multi-step addition and subtraction problems</i></p> <p>Number – Multiplication and Division Multiples, factors Prime numbers, cube and square numbers</p>	<p>Number – Multiplication and Division Multiplication and division</p> <p>Fractions Fractions Decimals and percentages</p>	<p>Number – Place Value Decimals</p> <p>Geometry Properties of shapes Position and direction</p> <p>Measurement Converting units Volume and capacity</p>

	<p>Multiples of 10, 100 and 1,000</p> <p>Fractions Fractions of unit and non-unit fractions Comparing fractions Convert Improper and mixed numbers fractions Add and subtract fractions</p>		
Y6	<p>Number - Place Value Place value within 10,000,000 Compare and order any intergers Negative numbers Common factors and common multiples Primes to 100 Square and cubed numbers</p> <p>Number – Addition, Subtraction, Multiplication and Division Add and subtract integers Intro to long division Mental calculations</p> <p>Fractions Equivalent fractions and simplifying Add and subtract any two fractions Add and subtract mixed numbers Multiply and Divide any fraction by an integer Fraction of an amount - find the whole</p>	<p>Number – Addition and Subtraction/ Place value. Decimals Percentages Algebra Measurement Imperial and metric Perimeter, area and volume Ratio and proportion</p>	<p>Geometry Properties of shape Number – Addition, Subtraction, Multiplication and Division Problem solving Measurement Statistics</p>

	Autumn		Spring		Summer	
Red (EYFS)	Senses compare similarities and differences. Seasons- Autumn Children talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur and talk about changes.	Human Life cycle Magnets Children know about similarities and differences in relation to materials and living things. They make observations of animals (humans) and talk about change.	Light and Dark Forces Children talk about the features of their own immediate environment and make observations and explain why some things occur, and talk about changes -Light and Dark	Materials Animal Life Cycles (tadpoles to frogs) Children know about similarities and differences in relation to materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes -Materials -Life Cycles	Animal Life Cycles (butterflies) Trees Plants Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes - Life Cycles - Plants - Trees	Floating and Sinking Environments and how they differ Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes - Environments and how they differ -Looking after local environments -Looking after the World -Local environment -Floating and sinking
Purple (Y1)	Animals including humans Children will learn about five of the groups that scientists use to classify	Seasonal Changes (Autumn & Winter) Children will use a class weather station to observe, measure and record the	Everyday Materials Children will learn to identify and name everyday materials and will have the opportunity to	Scientists and Inventors Children will learn about the inventions of Lego and ear muffs and will	Seasonal Changes (Spring & Summer) Children will continue to use a class weather station to observe, measure	Plants Children engage in a variety of activities including identifying common plants and trees in the garden

	<p>animals: mammals, fish, birds, reptiles and amphibians. They will learn to identify the group an animal belongs to by its features and will classify animals according to their group. They will also learn about the different diets' animals eat. Children will learn about the parts of the human body and have the opportunity to explore the five senses through a simple investigation. In the final lesson, children will use all their knowledge from this unit to classify animals according to their own criteria.</p> <p>(Updated content on Twinkl)</p>	<p>weather across the seasons. They will also observe changes across the seasons by exploring the signs of autumn and winter through nature and wildlife.</p>	<p>explore the properties of these materials. Children also will carry out a simple investigation to help them decide which material would be most suitable to use for an umbrella. At the end of the unit children apply their knowledge of everyday materials to sort objects by their properties.</p>	<p>explore the materials used to make them. They will investigate other materials that keep us warm, carrying out simple tests. Children will find out about the work of animal scientists, such as vets and zoo keepers. They will group and sort animals to make their own paper zoo, and will act in role as a vet, identifying the body parts of different animals.</p>	<p>and record the weather in different seasons and will start to make comparisons between two seasons, as well as across all four seasons. They will also observe changes across the seasons by exploring the signs of spring and summer through nature and wildlife.</p>	<p>and in the wild, sorting deciduous and evergreen leaves, and crafting labelled plant collage pictures. Children will plant their own bean in lesson 1 and observe it closely over the coming weeks by measuring and recording its growth.</p>
Gold (Y1/2)	<p>Identifying Animals (Y1)</p> <p>The Identifying Animals lessons include everything you need to teach your class about mammals, birds, reptiles, amphibians and fish. They will think about the needs of different pets and become familiar with the terms; carnivore, herbivore and</p>	<p>My Body (Y1)</p> <p>The children will identify and name the different parts of their bodies and start to explore what different things their bodies can do. They will then go on to find out about each of the five senses in detail through engaging activities and investigations.</p>	<p>Seasonal Changes (Y1)</p> <p>The children will explore how weather and day length affect animals and humans. They will also be encouraged to use their own experiences and the information provided to come to conclusions about how living things adapt to seasonal</p>	<p>Exploring Everyday Materials (Y2)</p> <p>Children will explore the properties of materials, such as wood, plastic, metal, glass and fabric, and start to explore the uses of everyday materials.</p>	<p>Growing Plants (Y2)</p> <p>The children will understand what plants need in order to grow, thrive and survive. They will explore the life cycles of various plants that grow from seeds and bulbs and investigate how they change as they grow and develop.</p>	<p>Super Scientists (Y2)</p> <p>The children will investigate gravity, light, sound, medical science including reflexes and germs, as well as how to make a simple circuit.</p>

	omnivore.		changes.			
Turquoise (Y2)	Uses of Everyday Materials This 'Uses of Everyday Materials' unit will teach your class about the uses of everyday materials including wood, plastic, metal, glass, brick, paper and cardboard. Children then go on to compare the suitability of different everyday materials for different purposes. They explore how objects made of some everyday materials can change shape and how the recycling process is able to reuse some everyday materials numerous times.	The Environment This Environment Unit introduces children to the ecological challenges that face the modern world. Children undertake a range of activities that challenge them to engage with environmental issues and to understand the simple changes we can make to live more sustainable lives.	Scientists and Inventors Children will learn about Elizabeth Garrett Anderson, Louis Pasteur, Charles Macintosh and Rachel Carson. They will look at the Eden Project and environmental issues.	Plants In this unit children have the opportunity to closely study plants and trees in the natural environment, taking measurements and making observational drawings. Children plant a seed and a bulb and compare them as they grow. They record changes in their plants in words and pictures, take measurements throughout the unit and finally draw bar charts to show the growth of the two plants.	Living things and their habitats Children will learn about a variety of habitats and the plants and animals that live there. They learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They make observations of a local habitat and the creatures that live there	Animals including Humans Children will begin by looking at animal young and comparing them to their adults. They will look at how animals change as they grow up and be introduced to the life cycles of several varied common animals, including humans. They look in detail at how humans change as they grow older, drawing on their own observations. Children are introduced to the three basic needs of animals for survival (water, food and air). They will apply this knowledge, alongside research from secondary sources, to suggest ways to look after pets. The unit ends with children looking at healthy lifestyles, including the importance of exercise, healthy eating and hygiene. These healthy living lessons develop 'working scientifically' skills through

						investigating the impact of exercise on our bodies and how handwashing is essential for good hygiene. (Updated Content on Twinkl)
Green (Y3)	Electricity Children will learn about what electricity is and how it was discovered. They will identify which appliances use electricity in their homes and how to keep themselves safe. Children will construct circuits, start to create pictorial circuits and investigate how easily different types of switches can break and reconnect a circuit.	Living Things and Their Habitats Children explore a variety of ways to identify, sort, group and classify living things. They learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications.	States of Matter This 'States of Matter' unit will teach your class about the differences between solids, liquids and gases, classifying objects and identifying their properties. The children will work scientifically and collaboratively to investigate the weight of a gas. Furthermore, they will have chance to find the ideal temperature to melt chocolate.	Animals Including Humans This unit focuses on the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs.	Sound This 'Sound' unit will teach your class about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The children will learn about how sounds are made, carrying out demonstrations of vibrations, and completing a sound survey of their school.	Scientists and Inventors Children will learn about the dangers posed to living things in Madagascar, and Gerald Durrell's conservation efforts on the island. The children will learn about Alexander Graham Bell and his invention of the telephone, as well as modern improvements on his invention by inventors like James West and Gerhard M. Sessler. They will create and present an interactive poster about the life and work of Alexander Bell. Children will look at the early uses of solar energy in homes, invented and built by Maria Telkes and Eleanor Raymond, then build their own basic solar oven.
Blue (Y3/4)	Electricity Children will learn about what electricity	Living Things and Their Habitats Children explore a	States of Matter This 'States of Matter' unit will teach	Animals Including Humans This unit focuses on	Sound This 'Sound' unit will teach your class	Scientists and Inventors Children will learn

	is and how it was discovered. They will identify which appliances use electricity in their homes and how to keep themselves safe. Children will construct circuits, start to create pictorial circuits and conduct an investigation into how easily different types of switches can break and reconnect a circuit.	variety of ways to identify, sort, group and classify living things. They learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications.	your class about the differences between solids, liquids and gases, classifying objects and identifying their properties. The children will work scientifically and collaboratively to investigate the weight of a gas. Furthermore, they will have chance to find the ideal temperature to melt chocolate.	the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs.	about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The children will learn about how sounds are made, carrying out demonstrations of vibrations, and completing a sound survey of their school.	about the dangers posed to living things in Madagascar, and Gerald Durrell's conservation efforts on the island. The children will learn about Alexander Graham Bell and his invention of the telephone, as well as modern improvements on his invention by inventors like James West and Gerhard M. Sessler. They will create and present an interactive poster about the life and work of Alexander Bell. Children will look at the early uses of solar energy in homes, invented and built by Maria Telkes and Eleanor Raymond, then build their own basic solar oven.
Yellow (Y4/5)	Earth and Space Topics for discussion with your KS2 class, including the movement of the Sun, Earth and Moon, day and night, seasons and phases of the Moon.	Circuits and conductors Children will learn about where electricity comes from and how it is used before moving onto electrical safety. To construct simple circuits.	Properties of materials Understand the differences between a variety of materials, and how materials can be mixed and dissolved, and reversibly and irreversibly changed.	Living in Environments Become more familiar with the plants and animals in their local and wider environments. They will learn how to identify a range of British plants and animals, and how to classify organisms, including the use of	Life Cycles Explore the processes of sexual and asexual reproduction in plants, find out about sexual reproduction in animals, investigate the differences in the life cycles of different animals, find out about the work of	Great British Scientists Investigate Newton's work on the three laws of motion and how he discovered the colour spectrum. Discover black holes with Stephen Hawking and evolution with the help of Anning, Wallace and Darwin.

				classification keys. They will also consider why organisms live in different habitats and the impact, both positive and negative, that humans can have on environments.	naturalists, and much more!	
Orange Y5/6 (Y6)	Light The children will learn how light travels and how this enables us to see objects. They will demonstrate their knowledge by making and starring in their own television programme. The children will have the opportunity to make a functioning periscope, finding out about mirrors and the angles of reflection and incidence.	Electricity Children will learn to represent circuits using symbols in a diagram. They will learn about two of the most important scientific inventors in the field of electricity – Thomas Edison and Nikola Tesla. Children will get the opportunity to develop their understanding of what electricity is and how to measure it.	Animals Including Humans Children will build on their knowledge and understanding of different systems within the body. They will research the parts and functions of the circulatory system. They will focus on how nutrients are transported around the human body. Children will explore how a healthy lifestyle supports the body to function and how different types of drugs affect the body.	Evolution and Inheritance Children will learn about variation and adaptation. They will be able to explore how both Charles Darwin and Alfred Wallace separately developed their theories of evolution. They will examine the scientific evidence from plants and animals that has been gathered to support the theory of evolution.	Living Things and Their Habitats They will extend their learning to find out about the standard system of classification first developed by Carl Linnaeus, choosing an animal and researching its classification. The children will have the opportunity to design their own ‘curious creature’ and classify it based on its characteristics.	Scientists and Inventors Children will learn about the life and work of Stephen Hawking, and carry out an investigation into Hawking’s theories on black holes. The children will learn about Libbie Hyman, a zoologist whose work on invertebrates informs much of what we know about the characteristics and classification of these creatures. Children will find out about the scientists who raced to prove the structure of DNA, and the controversies surrounding this discovery. They will learn about the role of DNA in inheritance, and create their own model of a DNA molecule. Your

						<p>children will find out about Alexander Fleming and his discovery of penicillin and will interpret data in a scatter graph to conclude about the effects of penicillin. They will look at the evidence for human evolution and will learn about Mary Leakey and her role in finding significant fossil evidence, and what her fossils prove about evolution. Finally, children will find out about the life and work of Steve Jobs, and his development of new electronics and technologies.</p> <p>(Updated Content on Twinkl)</p>
Aqua (Y6)	<p>Light</p> <p>The children will learn how light travels and how this enables us to see objects. They will demonstrate their knowledge by making and starring in their own television programme. The children will have the opportunity to make a functioning periscope, finding out about mirrors and the angles of reflection</p>	<p>Electricity</p> <p>Children will learn to represent circuits using symbols in a diagram. They will learn about two of the most important scientific inventors in the field of electricity – Thomas Edison and Nikola Tesla. Children will get the opportunity to develop their understanding of what electricity is and how to measure it.</p>	<p>Animals Including Humans</p> <p>Children will build on their knowledge and understanding of different systems within the body. They will research the parts and functions of the circulatory system. They will focus on how nutrients are transported around the human body. Children will explore how a healthy</p>	<p>Evolution and Inheritance</p> <p>Children will learn about variation and adaptation. They will be able to explore how both Charles Darwin and Alfred Wallace separately developed their theories of evolution. They will examine the scientific evidence from plants and animals that has been gathered to support the theory of</p>	<p>Living Things and Their Habitats</p> <p>They will extend their learning to find out about the standard system of classification first developed by Carl Linnaeus, choosing an animal and researching its classification. The children will have the opportunity to design their own ‘curious creature’ and classify it based on its</p>	<p>Scientists and Inventors</p> <p>Children will learn about the life and work of Stephen Hawking, and carry out an investigation into Hawking’s theories on black holes. The children will learn about Libbie Hyman, a zoologist whose work on invertebrates informs much of what we know about the characteristics and</p>

	and incidence.		lifestyle supports the body to function and how different types of drugs affect the body.	evolution.	characteristics.	<p>classification of these creatures. Children will find out about the scientists who raced to prove the structure of DNA, and the controversies surrounding this discovery. They will learn about the role of DNA in inheritance, and create their own model of a DNA molecule. Your children will find out about Alexander Fleming and his discovery of penicillin and will interpret data in a scatter graph to conclude about the effects of penicillin. They will look at the evidence for human evolution and will learn about Mary Leakey and her role in finding significant fossil evidence, and what her fossils prove about evolution. Finally, children will find out about the life and work of Steve Jobs, and his development of new electronics and technologies.</p> <p>(Updated Content on Twinkl)</p>
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Weston Village Primary School

History LTP 2022-23

	Autumn	Spring	Summer
Red (EYFS)	Understanding the World Children Talk about the past and present.	Understanding the World Children Talk about the past and present.	Understanding the World Children Talk about the past and present.
Purple (Y1)	Nurturing Nurses The influential nurses Florence Nightingale, Mary Seacole and Edith Cavell.	Toys Toys through the 20th century and the early 21st century.	Great Explorers Study Ibn Battuta, Christopher Columbus, Neil Armstrong and Robert Falcon Scott.
Gold (Y1/2)	The Gunpowder Plot The Gunpowder Plot, Guy Fawkes.	Travel and transport The development of travel and transport throughout history.	The Great Fire Of London – Local Study Nantwich Great Fire of London, Samuel Pepys and a local study on the Great Fire of Nantwich.
Turq (Y2)	War and Remembrance The First World War and Remembrance Day, trenches and Home Front.	Kings and Queens This unit will teach your class about the significant British monarchs in history since 1066	The Ancient Egyptians How ancient Egyptians lived, daily lives and who Tutankhamun was.
Green (Y3)	Anglo-Saxons and Scots/Celts Invasions of the Scots and Anglo-Saxons in the 5th century.	The Righteous Royalty William the Conqueror's reign, King John, King Henry VIII, Queen Anne and Queen Victoria.	The Romans – Local Study Chester The impact the Roman empire had on life in Britain, Boudicca and Hadrian's Wall.
Blue (Y3/4)	Anglo-Saxons and Scots/Celts Invasions of the Scots and Anglo-Saxons in the 5th century.	The Righteous Royalty William the Conqueror's reign, King John, King Henry VIII, Queen Anne and Queen Victoria.	The Romans – Local Study Chester The impact the Roman empire had on life in Britain, Boudicca and Hadrian's Wall.
Yellow (Y4/5)	Crime and Punishment Find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods.	Ancient Sumer Learn about life during the Sumerian period, living in a city state and Sumerian inventions.	Benin Where was Benin located, why did it thrive? Explore artwork, oral tales and artefacts of Benin to those in Europe at the same time.
Orange (Y5/6)	World War 2 World War II, about the key individuals and countries involved, Holocaust, key turning points.	Maya Civilisation The ancient Maya civilisation, number systems, gods, food and explorers John Lloyd Stephens and Frederick Catherwood.	Ancient Greece The Ancient Greece, their empire, political system, modern day Olympics, mathematical skills to Greek myth, Trojan War.
Aqua (Y6)	World War 2 World War II, about the key individuals and countries involved, Holocaust, key turning points.	Maya Civilisation The ancient Maya civilisation, number systems, gods, food and explorers John Lloyd Stephens and Frederick Catherwood.	Ancient Greece The Ancient Greece, their empire, political system, modern day Olympics, mathematical skills to Greek myth, Trojan War.



Weston Village Primary School

Geography LTP 2022-23

	Autumn	Spring	Summer
Purple (Y1)	Our School Explore their school environment with essential map skills and fieldwork.	Our Country Explore the UK by looking at individual countries, capital cities, human and physical features.	Who Lives Here Explore some of the amazing and unusual homes found around the world.
Gold (Y1/2)	Our Local Area Explore their local area, developing essential map and fieldwork skills.	Magical Mapping Explore a range of maps at a local, national and global level, spotting human and physical features.	Besides the Seaside The geographical features of the seaside, both human and physical and seaside resorts.
Turq (Y2)	Let's Go To China Human and physical features of China, similarities and differences between China and the UK.	Wonderful World Explore the position of the seven continents and five oceans of the world.	Sensational Safari Key geographical features of Kenya, wildlife, landscapes and culture.
Green (Y3)	Rainforests Mysteries of tropical rainforests, the layers of the forest and its animal inhabitants and climate.	What's It Like In Whitby or Sheffield? Explore the city and find out about what the land is used for, comparing to their own local area.	Water Water cycle and allows them to explore the processes of evaporation and condensation, considering water as a finite resource.
Blue (Y3/4)	Rainforests Mysteries of tropical rainforests, the layers of the forest and its animal inhabitants and climate.	What's It Like In Whitby or Sheffield? Explore the city and find out about what the land is used for, comparing to their own local area.	Water Water cycle and allows them to explore the processes of evaporation and condensation, considering water as a finite resource.
Yellow (Y4/5)	Somewhere To Settle Find out how the towns and cities of the UK first developed, the ways in which settlements are linked together.	All Around The World Longitude and latitude, the Equator, the Hemispheres, the Poles and the Tropics.	Magnificent Mountains Locate the major mountains of the world and the UK. How they have been formed. Explore weather and environment of these regions.
Orange (Y5/6)	The Amazing Americas The continents of North and South America, and the countries that form them and contrasting regions, landscape and climate.	Our Changing World Coastal erosion, landscape changes around the United Kingdom and political changes.	Trading and Economic Activity How imported and exported goods and services are traded around the world, the transport used and about fair trade.
Aqua (Y6)	The Amazing Americas The continents of North and South America, and the countries that form them and contrasting regions, landscape and climate.	Our Changing World Coastal erosion, landscape changes around the United Kingdom and political changes.	Trading and Economic Activity How imported and exported goods and services are traded around the world, the transport used and about fair trade.

	Autumn	Spring	Summer
Red (EYFS)	Children in EYFS are supported to create drawings, recordings, and other digital content on iPads and on the interactive whiteboard. Digital literacy and online safety are developed through age-appropriate stories and is reinforced through participation in whole-school events such as Safer Internet Day. Children are encouraged to access to computing within their continuous provision and preparing them for their next stage of learning. This includes but not limited to: <ul style="list-style-type: none"> Capturing images with a camera or iPad Safely searching for information on the internet Playing educational games on the interactive whiteboard Using a Bee-Bot/ other programmable toys Accessing Bug Club/ eBooks 		
Purple (Y1)	Computer Skills – laptops (Spelling shed, Numbots, Bug Club)	Scratch Junior – tablets, Scratch Jnr app	Word Processing – laptops
	Painting – laptops, Paint/GIMP 2, iPads	Programming Toys - tablets, Beebots,	Using and Applying – laptops, Word, Paint/GIMP
Gold (Y1/2)	Recognising technology in school and using it responsibly (Spelling shed, Numbots, Bug Club)	Digital writing - Laptops, word	Robot algorithms - Scratch
	Digital photography – iPads	Programming animations - Scratch	Programming quizzes - Scratch
Turquoise (Y2)	Computer Art – tablets, Doodle Buddy or laptops, Paint/GIMP2	Turtle Logo - laptops, Logo	Presentation Skills - laptops, PowerPoint
	Preparing for Turtle Logo – no equipment	Using the Internet – Google and school website blog	Using and Applying – Paint/GIMP 2, PowerPoint, Scratch
Green (Y3)	Online Safety (Y4) Laptops/ Tablet	Programming Turtle Logo (Y4) – Laptops, Turtle Logo	Animation (Y4) – Laptops, Moviesoup, Jellycam, Pivot Animator

	Scratch, Questions and Quizzes (Y4) – Laptops, Scratch	Word Processing (Y4) – Laptops, Word	Using and Applying (Y4) – Laptops, Office, Scratch, Movie Maker.
Blue (Y3/4)	Online Safety (Y4) Laptops/ Tablets	Programming Turtle Logo (Y4) – Laptops, Turtle Logo	Animation (Y4) – Laptops, Moviesoup, Jellycam, Pivot Animator
	Scratch, Questions and Quizzes (Y4) – Laptops, Scratch	Word Processing (Y4) – Laptops, Word	Using and Applying (Y4) – Laptops, Office, Scratch, Movie Maker.
Yellow (Y4/5)	Communication and Collaboration (Y4) – Laptops or iPads, Office	Data Information – Data Logging – Laptops	Data Information – Flat-file Databases – Laptops
	Creating Media – Photo Editing iPads or Laptops	Programming A – Repetition in Shapes – laptops, Logo	Programming B – Repetition in Games – Laptops
Orange (Y5/6)	Online Safety (Y6) - Laptops/ Tablets	Kodu Programming (Y6) – Laptops, Kodu	Spreadsheets (Y6) – Laptops, Excel
	Film Making (Y6) – Laptops, Tablets, Microphones, Word, Movie Maker	Scratch Animated Stories (Y6) – Laptops, Scratch2	Using and Applying (Y6) – Laptops, Kodu, Scratch, Movie Maker, Excel
Aqua (Y6)	Online Safety (Y6) - Laptops/ Tablets	Kodu Programming (Y6) – Laptops, Kodu	Spreadsheets (Y6) – Laptops, Excel
	Film Making (Y6) – Laptops, Tablets, Microphones, Word, Movie Maker	Scratch Animated Stories (Y6) – Laptops, Scratch2	Using and Applying (Y6) – Laptops, Kodu, Scratch, Movie Maker, Excel



Weston Village Primary School

Art LTP 2022-23

	Autumn	Spring	Summer
Red (EYFS)	Creating Simple Representations of People Holding a pencil, drawing lines/circles, primary colours, paintbrush skills, colour names, colour matching and drawing skills. Begin to use a variety of tools and investigate different lines/textures. Encourage accurate drawings of people that include all visible parts of a body. Begin to encourage more detailed drawing.	Colours for Purpose, Size and Shape Observational drawings, painting skills using different tools (fingers, brushes, glue spreaders, sticks etc), drawing skills, sketching. Allow for experimentation of colour mixing rather than formal teaching.	Pattern, Printing and Texture Handling and manipulating different materials, create simple collages, constructing with a purpose (select, tears, re-shape etc). Create, from imagination and observation and take apart/reconstruct where necessary. Apply simple decorations and use simple language to describe. Produce simple pictures from printing, using different objects; imitate and create simple repeating, irregular patterns and simple symmetry.
Purple (Y1)	Miro Drawing, Printing & Sculpture_ <u>Artist/Designer/Architect</u> Miro	Portraits Drawing, Painting & Collaging <u>Artist/Designer/Architect</u> Pablo Picasso, Paul Klee, Henri Matisse, Andy Warhol	Colour Chaos Painting & Collage <u>Artist/Designer/Architect</u> Piet Mondrian, Mark Rothko, Paul Klee, Jackson Pollock, Robert Delaunay, Wassily Kandinsky
Gold (Y1/2)	Nature sculptures Perspective, Drawing & Colour Mixing_ <u>Artist/Designer/Architect</u> Andy Goldsworthy	LS Lowry Sculpture & Observational Drawing_ <u>Artist/Designer/Architect</u> Lowry	Fabricate Textiles, Decoration & Batik_ <u>Artist/Designer/Architect</u>
Turquoise (Y2)	Landscapes and Cityscapes Painting & Mosaic collage_ <u>Artist/Designer/Architect</u> Monet, Van Gogh, Metzinger	Let's sculpt Sculpture <u>Artist/Designer/Architect</u> Marc Quinn, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild	Fashion Designer Textiles, design <u>Artist/Designer/Architect</u> Stella McCartney, Matthew Williamson, Laura Ashley
Green (Y3)	Autumn Sketching & Printing <u>Artist/Designer/Architect</u> Henry Matisse, Paul Cezanne	British Art Illustrations & Painting <u>Artist/Designer/Architect</u> Paula Rego, Gainsborough, Sonia Boyce, Lucien Freud, Howard Hodgkin, Anish Kapoor	Fruit and Veg Textiles, Sculpture, Drawing, Painting_ <u>Artist/Designer/Architect</u> David Hockney, Man Ray
Blue (Y3/4)	Autumn Sketching & Printing <u>Artist/Designer/Architect</u> Henry Matisse, Paul Cezanne	British Art Illustrations & Painting <u>Artist/Designer/Architect</u> Paula Rego, Gainsborough, Sonia Boyce,	Fruit and Veg Textiles, Sculpture, Drawing, Painting_ <u>Artist/Designer/Architect</u> David Hockney, Man Ray

		Lucien Freud, Howard Hodgkin, Anish Kapoor	
Yellow (Y4/5)	Still life Can I record observations and use them to review and revisit ideas?	Georgia O’Keeffe Can I improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials?	Famous architects Can I learn about great artists, architects, and designers in history?
Orange (Y5/6)	Plants and Flowers Observational drawing, Printing, Modelling <u>Artist/Designer/Architect</u> Henri Rousseau, Hapa-Zome, India Flint	North America Drawing, Modelling & Collaging_ <u>Artist/Designer/Architect</u> John Singer Sargent, Helen Frankenthaler, Frank Lloyd White	South and Central America Sculpture, Collaging, Collagraph Printing, Modelling <u>Artist/Designer/Architect</u> Frida Khalo, Joaquin Torres, Leonora Carrington, Diego Rivera
Aqua (Y6)	Plants and Flowers Observational drawing, Printing, Modelling <u>Artist/Designer/Architect</u> Henri Rousseau, Hapa-Zome, India Flint	North America Drawing, Modelling & Collaging_ <u>Artist/Designer/Architect</u> John Singer Sargent, Helen Frankenthaler, Frank Lloyd White	South and Central America Sculpture, Collaging, Collagraph Printing, Modelling <u>Artist/Designer/Architect</u> Frida Khalo, Joaquin Torres, Leonora Carrington, Diego Rivera



Weston Village Primary School

Design and Technology LTP 2022-23

	Autumn	Spring	Summer
Red (EYFS)	<p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Statements from the 2020 Development Matters are prerequisite skills for DT within the national curriculum. The table outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters. Children have access to free choice/ planned activities throughout the year in order to develop these skills. As a result, the children prepare for national curriculum through the following:</p>		
	Skill	ELG	
	<ul style="list-style-type: none"> - Use a variety of construction materials to create own representations. - Build models that require structure and balance. - Explore a variety of tools and realise they can be used for a purpose - Manipulate materials to achieve a planned effect - Select own resources for creations and adapt own work when problems arise - Select tools and techniques needed to shape, assemble and join materials 	<p>Physical development - Fine motor skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. <p>Expressive arts and design – creating with materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	
Purple (Y1)	Playgrounds Make a model piece of playground equipment.	Sensational Salads Use a range of tools to create a healthy fruit or vegetable salad based on a design criterion.	Traditional Tales Create a moving picture based on a traditional tale.
Gold (Y1/2)	Moving Pictures Bring pictures to life through a variety of moving mechanisms.	Teddy Bears Picnic Use a range of tools and explore different foods to create a healthy picnic.	Our Fabric Faces Make a tapestry of our faces using a range of materials and joining techniques.
Turquoise (Y2)	Fabric Bunting Create a purposeful string of bunting (number line) using a range of joining techniques.	Dips and Dippers Use a range of tools and ingredients to create a healthy dip.	Vehicles Using wheels, axels and chassis to make a moving vehicle.
Green (Y3)	Battery Operated Lights Create a new light by using their knowledge and understanding of electrical systems.	Juggling Balls Create a juggling ball that includes the use of tie-dye, fabric paints and then hem and overstitch.	Edible Garden Children grow own ingredients to then use in their own recipes.

Blue (Y3/4)	Battery Operated Lights Create a new light by using their knowledge and understanding of electrical systems.	Juggling Balls Create a juggling ball that includes the use of tie-dye, fabric paints and then hem and overstitch.	Edible Garden Children grow own ingredients to then use in their own recipes.
Yellow (Y4/5)	American Food Children learn about American Food and its heritage.	Funky Furnishings Create a cushion cover using a variety of sewing techniques.	Making Min Greenhouses Children design, make and evaluate their own greenhouses,
Orange (Y5/6)	Felt Phone Cases Create a felt phone case using a running stitch, backstitch, whip stitch and blanket stitch.	Super Seasonal Cooking Explore the importance of choosing seasonal food, handling different foods (fish/meat), and appropriate hygiene.	Alarming a Superheroes Buggy Use computer program crumble to alarm a superheroes buggy.
Aqua (Y6)	Felt Phone Cases Create a felt phone case using a running stitch, backstitch, whip stitch and blanket stitch.	Super Seasonal Cooking Explore the importance of choosing seasonal food, handling different foods (fish/meat), and appropriate hygiene.	Alarming a Superheroes Buggy Use computer program crumble to alarm a superheroes buggy.

	Autumn		Spring		Summer	
Purple (Y1)	Outdoor Attacking and Defending Games, using Kicking i.e. Football Indoor Bouncing Amaven	Outdoor Striking and Fielding Techniques Indoor Catching Amaven	Outdoor Health related exercise Amaven Indoor Weather & Seasons (LCP)	Outdoor Multi-skills Amaven Indoor Gymnastics Y1 (PofPE)	Outdoor Athletics / Sports day Indoor Invictus Y1 (PofPE)	Outdoor OAA/Games Indoor Dance Y1 (PofPE)
Gold (Y1/2)	Outdoor Attacking and Defending Games, using Kicking i.e. Football Indoor Bouncing Amaven	Outdoor Striking and Fielding Techniques Indoor Catching Amaven	Outdoor Health related exercise Amaven Indoor Puppets (LCP)	Outdoor Multi-skills Amaven Indoor Gymnastics Y1 (PofPE)	Outdoor Athletics / Sports day Indoor Dance Y1 (PofPE)	Outdoor OAA/Games Indoor Invictus Y1 (PofPE)
Turquoise (Y2)	Outdoor Attacking and Defending Games, using Kicking i.e. Football Indoor Ancient Egypt (LCP)	Outdoor Striking and Fielding Techniques Indoor Dance (PofPE)	Outdoor Health related exercise Amaven Indoor Puppets (LCP)	Outdoor Multi-skills Amaven Indoor Pushes and Pulls (LCP)	Outdoor Athletics / Sports day Indoor Gymnastics Amaven	Outdoor OAA/Games Indoor Invictus
Green & Blue (Y3/4)	Outdoor Football Techniques (Ball Mastery – Check FA Guidance) Indoor Gymnastics Amaven	Outdoor High 5 Netball Y3 Indoor Gymnastics (LCP)	Outdoor Hockey Y3 (Amaven) Indoor Dance (PofPE)	Outdoor Tag Rugby Amaven Indoor Dance (LCP)	Outdoor Athletics / Town Sports Y3 Indoor Health related exercise (PofPE)	Outdoor OAA/Cricket Y3 Indoor Multi-Skills (PofPE)
Yellow (Y4/5)	Outdoor Football Techniques (Ball Mastery – Check FA Guidance) Indoor	Outdoor Throwing and Catching Techniques, using Netball as the tool.	Outdoor Hockey Y4 (Amaven) Indoor Dance Y4 (PofPE)	Outdoor Tag Rugby Amaven Indoor Dance Y4 (LCP)	Outdoor Athletics / Town Sports Y4 Indoor Health related	Outdoor OAA/Cricket Y4 Indoor Multi-Skills (PofPE)

	Gymnastics Amaven	Indoor Gymnastics Y4 (LCP)			exercise Y4 (PofPE)	
Orange & Aqua (Y5/6)	Outdoor Football Techniques (Ball Mastery – Check FA Guidance) Indoor Athletics (Sportshall) Amaven	Outdoor Hockey Techniques Indoor Multi-Skills Y5 Amaven	Outdoor High 5 Netball Y5 Indoor Gymnastics Y5 (PofPE)	Outdoor Cricket Y5 Indoor Gymnastics Y5 (LCP)	Outdoor Athletics/Town Sports Y5 Indoor Dance Y5 (PofPE) Swimming	Outdoor OAA/Rounders Y5 Amaven Indoor Dance Y5 (LCP) Swimming

	Autumn		Spring		Summer	
Red (EYFS)	<p>Enjoy and take part in well-known action songs/ nursery rhymes, such as 'Twinkle, Twinkle Little Star'.</p> <p>Remember and sing entire songs.</p> <p>Enjoy listening to short poems.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Begin to explore a variety of musical instruments, exploring the sounds they make through shaking, banging, scraping etc.</p>	<p>Learn to recite a well-known nursery rhyme independently.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Gain confidence with using instruments for a purpose.</p> <p>Practise performing music, dance, songs as a group.</p> <p>Enjoy listening to short poems and exploring rhyming poetry.</p>	<p>Learn to recite a well-known nursery rhyme independently.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Gain confidence with using instruments for a purpose.</p> <p>Practise performing music, dance, songs as a group.</p>	<p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control and copy a rhythm.</p> <p>Practise performing music/ dance/ songs/poems solo and as a group.</p>	<p>Create their own songs, or improvise a song around one they know</p> <p>Play instruments with increasing control and copy a rhythm.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Practise performing music/ dance/ songs/poems solo and as a group.</p>
Purple (Y1)	<p>Ourselves Exploring sounds</p> <p>Number Beat</p>	<p>Animals Pitch</p> <p>Weather Exploring sounds</p>	<p>Machines Beat</p> <p>Seasons Pitch</p>	<p>Our School Exploring sounds</p> <p>Pattern Beat</p>	<p>Storytime Exploring sounds</p> <p>Our Bodies Beat</p>	<p>Travel Performance</p> <p>Water Pitch</p>
Gold (Y1/2)	<p>Ourselves Exploring sounds</p> <p>Toys Beat</p>	<p>Our Land Exploring sounds</p> <p>Our Bodies Beat</p>	<p>Animals Pitch</p> <p>Number Beat</p>	<p>Storytime Exploring sounds</p> <p>Seasons Pitch</p>	<p>Weather Exploring sounds</p> <p>Pattern Beat</p>	<p>Water Pitch</p> <p>Travel Performance</p>
Turquoise (Y2)	<p>Ourselves Exploring sounds</p> <p>Toys Beat</p>	<p>Our Land Exploring sounds</p> <p>Our Bodies Beat</p>	<p>Animals Pitch</p> <p>Number Beat</p>	<p>Storytime Exploring sounds</p> <p>Seasons Pitch</p>	<p>Weather Exploring sounds</p> <p>Pattern Beat</p>	<p>Water Pitch</p> <p>Travel Performance</p>
Green (Y3)	<p>Poetry Performance</p> <p>Environment</p>	<p>Sounds Exploring sounds</p> <p>Recycling</p>	<p>Building Beat</p> <p>Around the World</p>	<p>Ancient Worlds Structure</p> <p>Singing Spanish</p>	<p>Communication Composition</p> <p>Time</p>	<p>In the Past Notation</p> <p>Food and Drink</p>

	Composition	Structure	Pitch	Pitch	Beat	Performance
Blue (Y3/4)	Poetry Performance Environment Composition	Sounds Exploring sounds. Recycling Structure	Building Beat Around the World Pitch	Ancient Worlds Structure Singing Spanish Pitch	Communication Composition Time Beat	In the Past Notation Food and Drink Performance
Yellow (Y4/5)	Ancient Worlds Structure Singing Spanish Pitch	Communication Composition Time Beat	In the Past Notation Food and Drink Performance	Musical Theatre Kapow Unit	Africa Kapow Unit	
Orange (Y5/6)	World Unite Step dance performance	Journeys Song cycle performance	Growth Street dance performance	Roots Mini musical performance	Class Awards Awards show performance	Moving on Leaver's assembly performance.
Aqua (Y6)	World Unite Step dance performance	Journeys Song cycle performance	Growth Street dance performance	Roots Mini musical performance	Class Awards Awards show performance	Moving on Leaver's assembly performance.

	Autumn		Spring		Summer	
Red (EYFS)	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity	Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
KS1 Two Year Cycle <u>September 2022 to July 2023</u>	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
KS1 Two Year Cycle <u>September 2023 to July 2024</u>	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?	Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism

		the world? Religion: Christianity		Religion: Christianity		
Years 3 & 4 Two Year Cycle <u>September 2022 to July 2023</u>	Theme: The 99 names of Allah Key Question: How special is Allah to Muslims? Religion: Islam	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity	Theme: The prophet Muhammad Key Question: How important is the prophet Muhammad to Muslims? Religion: Islam	Theme: The Qur'an Key Question: How does the Qur'an influence Muslims today? Religion: Islam
Years 3 & 4 Two Year Cycle <u>September 2023 to July 2024</u>	Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism	Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity
Years 4 & 5 <u>September 2022 to July 2023</u>	Theme: Divali (Year 3, Unit 1a) Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas (Year 6, Unit 2b) Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians	Theme: Pilgrimage to the River Ganges (Year 3, Unit 6a) Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism	Theme: The Gospels (Year 4, Final Unit) Key Question: Why are there four Gospels and how are they relevant to Christians today? Religion:	Theme: Trinity (Year 5, Final Unit) Concept: God Key Question: Does belief in the Trinity help Christians make better sense of God as a whole?	Theme: Buddha's teachings (Year 4, Unit 1b) Key Question: Is it possible for everyone to be happy? Religion: Buddhism

		<p>understand who Jesus was and why he was born?</p> <p>Religion: Christianity</p>		Christianity	Religion: Christianity	
<p>Years 5 & 6 Two Year Cycle</p> <p><u>September 2022 to July 2023</u></p>	<p>Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Hindu to show commitment to God?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Is the Christmas story true?</p> <p>Religion: Christianity</p>	<p>Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Religion: Hinduism</p>	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Christian to show commitment to God?</p> <p>Religion: Christianity</p>
<p>Years 5 & 6 Two Year Cycle</p> <p><u>September 2023 to July 2024</u></p>	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: How significant is it that Mary was Jesus' mother?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and Meaning</p> <p>Concept: Salvation</p> <p>Key Question: Is anything ever eternal?</p> <p>Religion: Christianity</p>	<p>Theme: Easter</p> <p>Concept: Gospel</p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> <p><i>NB: This enquiry is taught in 2 sections over the term</i></p>	



Weston Village Primary School

Modern Foreign Languages LTP 2022-23

	Autumn	Spring	Summer
Green (Y3)	Getting to know you (Twinkl Unit)	All about Me (Twinkl Unit)	Food Glorious Food (Twinkl Unit)
Blue (Y3/4)	Going Shopping (Twinkl Unit)	On the Move (Twinkl Unit)	All Around Town (Twinkl Unit)
Yellow (Y4/5)	Getting to know you (Twinkl Unit)	All about ourselves (Twinkl Unit)	That's Tasty (Twinkl Unit)
Orange (Y5/6) Aqua (Y6)	Let's Visit a French Town (Twinkl Unit)	Let's Go Shopping (Twinkl Unit)	This Is France (Twinkl Unit)

	Autumn		Spring		Summer	
	Relationships	Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing
YEARS 1 & 2 = 2-year cycle (Sept 2022)	TEAM - Children learn about the importance of being kind to others, the effects of bullying and teasing and what to do about it if they see it happening, or it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.	Money Matters - Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between what we want and what we need.	Think Positive - Children will recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. They will explore themes of thinking positively and calmly, making good decisions and developing resilience. They will also explore the positive feelings associated with being thankful, grateful and mindful.	Digital Wellbeing – Children will consider how we can use the Internet in a safe and responsible way. Children will discuss how the Internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. Children will consider what risks there are online and how we can make sure we stay safe, including how important it is to not share any personal information over the Internet. Children will also explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet.	Diverse Britain - Children will identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.	It's My Body - Children can make safer choices: their body, sleep and exercise, diet and cleanliness. Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.
YEAR 3	TEAM - Children will identify the impact	Money Matters - Children will discuss	Think Positive - Children will build on	Digital Wellbeing – Children will consider	Diverse Britain - Children will learn about British	It's My Body -

	<p>their actions have on the team they are working in. They will learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.</p>	<p>how we spend money, why people might need to borrow money and the consequences of this. Children will begin to discuss the difference between things we want, things we need and how to prioritise our spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.</p>	<p>what they have already learnt about feelings, both positive and negative and how our attitude towards life can affect our mental health. They will explore themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.</p>	<p>what we use the Internet for and the benefits and risks of online activities. Children will learn about screentime and getting a healthy balance between online and offline activities. They will learn about online relationships, including cyberbullying and online stranger danger. Privacy issues will be explored in terms of passwords, personal information and the sharing or forwarding of images and videos. Children will also learn about pressures and challenges that are often associated with social media.</p>	<p>people, rules, the law, liberty and what living in a democracy means. They will also learn about the importance of being tolerant of differences within their society.</p>	<p>Children will explore the choices they can make about looking after their bodies. They will look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. Children will be encouraged to get help from trusted adults when necessary.</p>
YEAR 4	<p>Be Yourself - Children will explore their strengths and achievements, how to express their</p>	<p>One World - Children will look at a case study of a fictional girl who lives in Malawi and they will explore</p>	<p>Safety First - Children will consider what it means to take responsibility for their own safety. This will</p>	<p>VIPs - (Very Important Persons) Children will look at friendships, how friendships are</p>	<p>Aiming High - Children will identify ways of</p>	<p>Growing Up - Children will learn about their own and others' bodies and how male and female bodies play a part in</p>

	<p>thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. The children will also have an opportunity to explore the influence of the media in how we view ourselves and analyse the reality of these messages. They will also explore how to make things right when we make mistakes and the importance of learning from these mistakes.</p>	<p>different aspects of her life. Children will see how people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. Children will explore the concepts of inequality and stereotypes and be encouraged to reflect on what they can do to help make the world a fairer place. Children will also learn about climate change and its effects, fair trading practices and organisations which help people. They will learn about how to be a good global citizen as well.</p>	<p>include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road safety and dangerous substances; drugs (including medicines), cigarettes and alcohol. Children will look at e-Safety, considering what should never be shared and how to report any concerns about online incidents.</p>	<p>formed and maintained, and the qualities of a good friend. They will then move on to explore disputes and bullying and will address strategies for coping with each of these.</p>	<p>applying a growth mindset to new challenges and learn about the importance of resilience. Children will share aspirations for the future, with regard to employment and personal goals, and through this learning they will consider different jobs and roles. Children will also have the opportunity to think further about the specific skills they might wish to develop in order to achieve their short, mid and long-term</p>	<p>human reproduction. They will also learn about different relationships and family structures.</p>
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					goals.	
YEAR 5	TEAM – Children will consider the key qualities and skills needed for a team to be successful. They will explore what collaborative learning is and learn how to compromise to ensure a group task is completed successfully. They will address the importance of caring for team members and the shared responsibilities a team has.	Money Matters - Children will think about how money is used in the wider world. They will discuss the possible consequences of taking financial risks and identify ways to avoid these. Children will also learn about influences advertisers try to use to encourage us to spend our money and how to see the real value of products by being critical consumers. Children will learn about budgeting and discuss what happens if people cannot afford what they need to buy. Children will also have the opportunity to discuss how our earning and spending can contribute to society through the payment of tax.	Think Positive - Children will build on what they have already learnt about feelings, both positive and negative and how our attitude towards life can affect our mental health. They will explore themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.	Digital Wellbeing – Children will consider ways they can use the Internet positively and how they can look after their wellbeing while being online. Children will learn about potential risks of being online and when using digital technologies as well as strategies to stay safe and to get help. They will also learn about online relationships and what a respectful and healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help. The benefits and risk of social media will also be explored, as well as how social media can be used responsibly. Children will also learn how to recognise what online bullying looks like and how to help make it stop. Finally, the concept of 'fake news' will be explored with children learning how to be able to tell if something online is reliable or not and	Diverse Britain - Children will identify how they can make a positive contribution to the community. They will learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.	It's My Body - Children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep and keeping clean, especially as their bodies change during puberty. Children will be encouraged to consider the choices they have and learn about the support that is available to them.

				what they can do to stop the spreading of unreliable information.		
YEAR 6	Be Yourself - Children will focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They will also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. Children will look at how to be confident and how to manage uncomfortable feelings. Children will also investigate how to make things right when they make a mistake.	One World - Children will learn that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. Children will explore the ideas of sustainability, the use of earth's natural resources and the harmful effects of global warming. Children will learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.	Safety First - Children will consider what it means to take responsibility for their own safety. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will look at e-Safety in detail, including social media, considering what should never be shared and how to report any concerns with incidents online.	VIPs - (Very Important Persons) Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. Children will explore how to address conflicts and resolutions in relationships. They will also look at the secrets and dares as well as healthy and unhealthy relationships.	Aiming High – Children will discuss achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future.	Growing Up - The children will build on their knowledge of how we grow and change, both physically and emotionally and the types of relationships that people have. They will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.

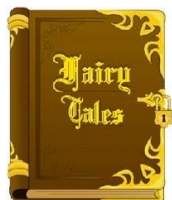
Transcription



	Year 1 and 2		Year 3 and 4		Years 5 & 6	
	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught. • Add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. • Apply simple Year 1 spelling rules and guidance. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes representing these by graphemes, spelling many correctly. • Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learn to spell common exception words. • Learn to spell words with contracted forms. • Learn the possessive apostrophe (singular) • Distinguish between homophones and 	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1). • Spell further homophones. • Spell words that are often misspelt (English Appendix 1). • Place the possessive apostrophe accurately in words with regular plurals • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory, sentences dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1). • Spell further homophones. • Spell words that are often misspelt (English Appendix 1). • Place the possessive apostrophe accurately in words with both regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and 	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters [for example, knight, psalm, solemn]. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus. 	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell further words with 'silent' letters • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling to further understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a

		<p>near homophones.</p> <ul style="list-style-type: none"> • Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly • Apply Year 2 spelling rules and guidance. 		<p>punctuation taught so far.</p>		<p>word to check spelling, meaning or both of these in a dictionary.</p> <ul style="list-style-type: none"> • Use a thesaurus.
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Composition



<ul style="list-style-type: none"> • Saying out loud what they are going to write about. • Composing a sentence orally before writing it. • Sequencing sentences to form short narratives. • Re-reading what they have written to check that it makes sense. • Discuss what they have written with the teacher or other pupils. • Read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional). • Writing about real events. • Writing poetry. • Writing for different purposes. • Planning or saying out loud what they are going to write about. • Writing down ideas and/or key words, including new vocabulary. • Encapsulating what they want to say, sentence by sentence. 	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). • Organising paragraphs around a theme. • Creating settings, characters and plot in narratives. 	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). • Organising paragraphs around a theme. • Creating settings, characters and plot in narratives. 	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary. • Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. • Precising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs. • Proof-read for spelling and punctuation errors. 	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary. • Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
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Composition Continued



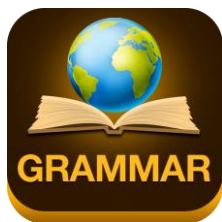
		<ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils. • Re-reading to check that their writing makes sense and that verb to indicate time are used correctly and consistently, including verbs in the continuous form. • Proof-reading to check for errors in spelling, grammar and punctuation • Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • Using simple organisational devices in non-narrative material [for example, headings and sub-headings]. • Assessing the effectiveness of their own and others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-read for spelling and punctuation errors. • Read aloud their own writing, to a group or the whole class, using appropriate • Intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Using simple organisational devices in non-narrative material [for example, headings and sub-headings]. • Assessing the effectiveness of their own and others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-read for spelling and punctuation errors. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<ul style="list-style-type: none"> • describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. • Precising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs. • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
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Composition
Continued



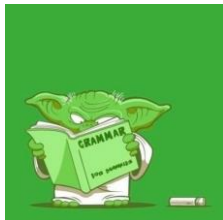
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, Grammar, Punctuation




	<ul style="list-style-type: none"> • Leaving spaces between words. • Joining words and joining clauses using 'and'. • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes] including the effects of these suffixes on the meaning of the noun. 	<ul style="list-style-type: none"> • Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, and question marks. • Learning how to use commas for lists. • Learning how to use apostrophes for contracted forms and the possessive (singular). • Sentences with different forms: statement, question, exclamation, command. • Expanded noun phrases to describe and specify [for example, the blue butterfly]. 	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading. • Using conjunctions, adverbs and prepositions to express time and cause. • Understanding the formation of nouns using a range of prefixes 	<ul style="list-style-type: none"> • Using commas after fronted adverbials. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using fronted adverbials. • Understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. • Indicating possession by using the possessive apostrophe with plural nouns. 	<ul style="list-style-type: none"> • Using modal verbs or adverbs to indicate degrees of possibility. • Using brackets, dashes or commas to indicate parenthesis. • Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] 	<ul style="list-style-type: none"> • Using hyphens to avoid ambiguity. • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Using passive verbs to affect the presentation of information in a sentence. • Understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. • Using a colon to introduce a list.
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Vocabulary, Grammar, Punctuation Continued



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| <ul style="list-style-type: none"> • Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper]. • Understanding how the prefix un- changes the meaning of verbs and adjectives. • Understanding how words can combine to make sentences. • Use year 1 grammatical terminology in English Appendix 2 in discussing their writing. | <ul style="list-style-type: none"> • The present and past tenses correctly and consistently including the progressive form. • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). • Understanding the formation of nouns using suffixes such as -ness, -er and • compounding [e.g. whiteboard, superman] • Understanding the formation of adjectives using suffixes such as -ful, -less. | <ul style="list-style-type: none"> • Understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. • Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. • Understanding paragraphs as a way to group related material. • Using headings and sub-headings to aid presentation. • Beginning to use inverted commas to punctuate direct speech. | <ul style="list-style-type: none"> • Using and punctuating direct speech. • Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading. • Using expanded noun phrases to convey complicated information concisely. | <ul style="list-style-type: none"> • Understanding verb prefixes [for example, dis-, de-, mis-, over- and re-]. • Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. • Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. • Using commas to clarify meaning or avoid ambiguity in writing. | <ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Punctuating bullet points consistently. • Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading. |
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	Year 1 and 2	Year 3 and 4	Years 5 & 6
<p>Ideas</p> 	<ul style="list-style-type: none"> • Explore the world around them and raise their own simple questions • Start to ask questions about the world around them • Responds to suggestions with own ideas 	<ul style="list-style-type: none"> • Raise their own relevant questions about the world around them • Should be given a range of scientific experiences including different types of science enquiries to answer questions • Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions 	<ul style="list-style-type: none"> • Use their science experiences to explore ideas and raise different kinds of questions • Talk about how scientific ideas have developed over time • Make links between concepts

Investigating






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| <ul style="list-style-type: none"> • Experience different types of science enquiries, including practical activities • Begin to recognise different ways in which they might answer scientific questions • Carry out simple tests • Follow instructions safely • Ask people questions and use simple secondary sources to find answers • Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data | <ul style="list-style-type: none"> • Set up simple practical enquiries, comparative and fair test • Recognise when a simple fair test is necessary and help to decide how to set it up • Talk about criteria for grouping, sorting and classifying; and use simple keys • Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations • I carry out fair tests with some help, recognising and explaining what makes them fair. | <ul style="list-style-type: none"> • Decide on an appropriate approach, including using a fair test to answer a question. • Select suitable equipment and information from that provided. • Select and use methods that are adequate for the task. • Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment • Following instructions, taking action to control obvious risks to themselves. • Select and use methods to obtain data systematically. • Recognise hazard symbols and make, and act on, simple suggestions to control obvious risks to themselves and others. |
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Observing



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| <ul style="list-style-type: none"> • With guidance, they should begin to notice patterns and relationships • Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying) • Observe closely using simple equipment with help, observe changes over time | <ul style="list-style-type: none"> • Make systematic and careful observations • Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used • Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them • Take accurate measurements using standard units learn how to use a range of (new) equipment, such as data loggers / thermometers appropriately • Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data | <ul style="list-style-type: none"> • Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Make a series of observations and measurements and vary one factor while keeping others the same. • Record observations, to support comparisons and measurements using tables and bar charts and begin to plot points to form simple graphs. |
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<h2>Explaining</h2> 	<ul style="list-style-type: none"> Record simple data Use their observations and ideas to suggest answers to questions Talk about what they have found out and how they found it out Use drawings and charts to show their findings With guidance they can use scientific language to explain their findings 	<ul style="list-style-type: none"> With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions 	<ul style="list-style-type: none"> communicate conclusions using appropriate scientific language Identify scientific evidence that has been used to support or refute ideas or arguments Interpret data containing positive and negative numbers. Begin to relate conclusions to patterns in data, including graphs, and to scientific knowledge and understanding. Analyse findings to draw scientific conclusions that are consistent with the evidence. communicate these using scientific and mathematical conventions and terminology
<h2>Evaluating</h2> 	<ul style="list-style-type: none"> Say whether what happened was what the expected. 	<ul style="list-style-type: none"> With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. Suggest improvements to their work. 	<ul style="list-style-type: none"> Suggest improvements to work, giving reasons. I evaluate my working methods to make practical suggestions for improvements. I reflect on my results and consider whether they are valid



	Year 1 and 2	Year 3 and 4	Years 5 & 6
<p>Movement and control</p>  <p>Using equipment and athletics</p>	<ul style="list-style-type: none"> • Copy actions. • Repeat and explore skills. • Move with some control and care. • Throw a ball underarm. • Roll a ball or a hoop. • Hit a ball with a bat. • Copy and remember actions. • Repeat and explore skills. 	<ul style="list-style-type: none"> • Move with co-ordination and control. • Throw and catch a ball with control and accuracy. • Strike a ball and field with control. • Sprint over a short distance. • Run over a longer distance, conserving energy. • Have a range of throwing techniques (underarm, over arm, putting and hurling). • Throw with accuracy to hit a target. • Jump in a number of ways, sometimes using a short run-up. 	<ul style="list-style-type: none"> • Link skills, techniques and ideas and apply them accurately and appropriately. • Choose the most appropriate tactics in a game. • Use forehand and backhand when playing racquet games. • Field well. • Use a variety of techniques to pass. • Strike a bowled ball. • Work with a team or alone to gain possession of the ball. • Combine running and jumping well. • Show accurate control, speed, strength and stamina in my athletics.

Movement and control



Dance

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| <ul style="list-style-type: none">• Perform some dance moves.• Put moves together to make a short dance.• Show rhythm in my dance.• Choose the best movements to show different ideas.• Move carefully with control.• Use space safely.• Move with careful control, co-ordination and care.• Perform my dance actions with control and co-ordination.• Link two or more actions together to make a sequence.• Remember and repeat dance movements.• Choose the best movements to communicate a mood or feeling. | <ul style="list-style-type: none">• Dance movements communicate an idea.• Refine my movements into sequences.• Dance movements are clear and fluent.• Know that dance can express a variety of things. | <ul style="list-style-type: none">• Creative and imaginative in composing my own dances.• Perform expressively.• Show precision, control and fluency.• Dance matches the mood of the accompanying music. |
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<p>Movement and control</p>  <p>Gymnastics</p>	<ul style="list-style-type: none"> • Show control and co-ordination when travelling or balancing. • Choose which actions to make. • Copy sequences and repeat them. • Be able to roll. • Travel in lots of ways. • Balance. • Climb safely. • Stretch body. • Curl body. • Plan sequences of movements. • Show contrasts such as small/tall, straight/ curved and wide/narrow. • Movements are controlled. • Balance on different points of body. 	<ul style="list-style-type: none"> • Body is balanced. • Shapes are controlled. • Plan, perform and repeat sequences. • Sequences include changes in speed and level. • Work on improving strength and suppleness by practising stretches and shapes. 	<ul style="list-style-type: none"> • I am controlled and skilful in actions and movements. • Movements are controlled and express emotion or feeling. • Make complex sequences that include changes in direction, level and speed. • Combine actions, shapes and balances in gymnastic performance. • Movements are clear, accurate and consistent. • Prepare and perform to an audience. • Practise and perform with control. • Movements include very controlled balances, shapes, levels and actions.
<p>Movement and control</p>  <p>Swimming</p>			<ul style="list-style-type: none"> • Swim at least 25 metres. • Use breast, front crawl and back stroke styles confidently. • Swimming uses arms and legs in a confident and co-ordinated manner. • Breathe so that the pattern of swimming is not interrupted. • Perform self-rescue.

Planning and implementing



- Use the terms 'opponent' and 'team-mate' when playing games.
- Use rolling, hitting and kicking skills in games.
- Decide on the best position to be in during a game.
- Have developed some tactics for the game I am playing.

- Select and use the most appropriate skills, actions and ideas.
- Choose the appropriate tactics to cause a problem for the opposition.
- Follow rules in a game.
- Keep possession of a ball (feet, hockey stick, hands).
- Improvise with ideas and movements.
- Use plans and diagrams to help me get from one place to another.
- Enjoy solving problems or challenges outdoors.

- Link skills, techniques and ideas and apply them accurately and appropriately.
- Choose the most appropriate tactics in a game.
- Be creative and imaginative in composing own dances.
- Select and combine skills, techniques and ideas.
- Apply skills, techniques and ideas accurately, appropriately and consistently.
- Use tactics and follow rules.
- Plan approach to attacking and defending.
- Know and follow event rules.
- Use senses to assess risks and adapt plans accordingly.
- Prepare well by considering safety first.
- Plan with others, seeking advice.

Reflecting and evaluating



- Exercise safely by looking for space.
- Talk about the differences between own and others' performances.
- Say what has gone well and why.
- Identify how a performance could be improved.
- Describe how body feels during different activities, using parts of the body to describe the effects.

- Work and behave safely.
- Discuss I say how work is similar to and different from others'.
- Use this understanding to improve own performance.
- Give reasons why warming up before an activity is important.
- Give reasons why physical activity is good for health.

- Explain and apply basic safety principles in preparing for exercise.
- Analyse and comment on skills and techniques and how they are applied in own and in others' work.
- Modify and refine skills and techniques to improve performance.
- Explain how different parts of body react during different types of exercise.
- Warm up and cool down in ways that suit the activity.
- Describe why regular, safe exercise is good for fitness and health.

Singing and Voice



Year 1 and 2



- To find their singing voice and use their voices confidently.
- Sing a melody accurately at their own pitch.
- Sing with a sense of awareness of pulse and control of rhythm.
- Recognise phrase lengths and know when to breathe.
- Sing songs expressively.
- Follow pitch movements with their hands and use high, low and middle voices.
- Begin to sing with control of pitch (e.g. following the shape of the melody).
- Sing with an awareness of other performers.




Year 3 and 4




- Sing with confidence using a wider vocal range.
- Sing in tune.
- Sing with awareness of pulse and control of rhythm.
- Recognise simple structures. (Phrases).
- Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.
- Sing songs and create different vocal effects.
- Understand how mouth shapes can affect voice sounds.
- Internalise sounds by singing parts of a song 'in their heads.'

Years 5 & 6

- Sing songs with increasing control of breathing, posture and sound projection.
- Sing songs in tune and with an awareness of other parts.
- Identify phrases through breathing in appropriate places.
- Sing with expression and rehearse with others.
- Sing a round in two parts and identify the melodic phrases and how they fit together.
- Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.

<p>Listening, Memory and Movement.</p> 	<ul style="list-style-type: none"> • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. • Identify different sound sources. • Identify well-defined musical features. 	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. • Explore and chose different movements to describe animals. • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending. 	<ul style="list-style-type: none"> • Internalise short melodies and play these on pitched percussion (play by ear). • Create dances that reflect musical features. • Identify different moods and textures. • Identify how a mood is created by music and lyrics. • Listen to longer pieces of music and identify features.
<p>Rhythm</p> 	<ul style="list-style-type: none"> • Identify the pulse in different pieces of music. • Identify the pulse and join in getting faster and slower together. • Identify long and short sounds in music. • Perform a rhythm to a given pulse. • Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm. 	<ul style="list-style-type: none"> • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato). 	<ul style="list-style-type: none"> • Identify different speeds of pulse (tempo) by clapping and moving. • Improvise rhythm patterns. • Perform an independent part keeping to a steady beat. • Identify the metre of different songs through recognising the pattern of strong and weak beats. • Subdivide the pulse while keeping to a steady beat.

<h2>Sounds and melody</h2> 	<ul style="list-style-type: none"> • To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli. 	<ul style="list-style-type: none"> • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. 	<ul style="list-style-type: none"> • Skills development for this element are to be found within 'Control of instruments' and 'Composition'.
<h2>Instruments</h2> 	<ul style="list-style-type: none"> • Play instruments in different ways and create sound effects. • Handle and play instruments with control. • Identify different groups of instruments. 	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Select instruments to describe visual images. • Choose instruments on the basis of internalised sounds. 	<ul style="list-style-type: none"> • Identify and control different ways percussion instruments make sounds. • Play accompaniments with control and accuracy. • Create different effects using combinations of pitched sounds. • Use ICT to change and manipulate sounds.
<h2>Composition</h2> 	<ul style="list-style-type: none"> • Contribute to the creation of a class composition. • Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'. 	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale. • Compose music in pairs and make improvements to their own work. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups. 	<ul style="list-style-type: none"> • Identify different starting points or composing music. • Explore, select combine and exploit a range of different sounds to compose a soundscape. • Write lyrics to a known song. • Compose a short song to own lyrics based on everyday phrases. • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.

<p>Reading and writing notation</p> 	<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score. 		<ul style="list-style-type: none"> • Perform using notation as a support. • Sing songs with staff notation as support.
<p>Performance skills</p> 	<ul style="list-style-type: none"> • Perform together and follow instructions that combine the musical elements. 	<ul style="list-style-type: none"> • Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts. 	<ul style="list-style-type: none"> • Present performances effectively with awareness of audience, venue and occasion.
<p>Evaluating and appraising</p> 	<ul style="list-style-type: none"> • Choose sounds and instruments carefully and make improvements to their own and others' work. 	<ul style="list-style-type: none"> • Recognise how music can reflect different intentions. 	<ul style="list-style-type: none"> • Improve their work through analysis, evaluation and comparison.

		Year 1 and 2	Year 3 and 4	Years 5 & 6
Programming	Understanding algorithms	<ul style="list-style-type: none"> • Give precise instructions to, and respond to instructions from, other children involving movement around the room. • Describe what actions are needed for a particular task (not necessarily an IT one) and begin to use the word algorithm. • Understand that a number of different algorithms will often all solve the same problem. • Begin to understand that sequence (order) is important when devising algorithms and programming devices • Be able to predict what will happen in an algorithm or program which they may not have written themselves. • Understand why algorithms are useful for solving a wide range of problems and that we use algorithms every day 	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; • Solve problems by decomposing them into smaller parts • Use sequence in programs (LKS2) • Use repetition in programs; • Work with variables • Work with various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Same as Year 3 and 4 but with increasing complexity: See twinkl computing scheme for more details.</p> <ul style="list-style-type: none"> • Use selection in programs (UKS2)

	Programmable Robots	<ul style="list-style-type: none"> • Describe clearly what they expect to happen while programming a robot. • Begin to understand that sequence (order) is important when devising algorithms and programming devices • Be able to predict what will happen in an algorithm or program which they may not have written themselves. • Be able to execute a program, observe the results carefully spot errors and be able to debug them. • Understand that programs respond to inputs to carry out actions. 		
	On-screen programming	<ul style="list-style-type: none"> • Understand that a number of different algorithms will often all solve the same problem. • Describe clearly what they expect to happen while programming a robot. • Begin to understand that sequence (order) is important when devising algorithms and programming devices • Be able to predict what will happen in an algorithm or program which they may not have written themselves. • Write programs successfully to create movement on-screen. • Be able to execute a program, observe the results carefully spot errors and be able to debug them. • Understand that programs respond to inputs to carry out actions. 		

Computer Science	Information technology beyond school	<ul style="list-style-type: none"> • Be aware of obvious uses of IT in and beyond school (i.e. things that clearly look like computer devices) • Understand some of the things that people do with computers at work and at home. • Have a growing awareness of things in and beyond the home that have some kind of computer in them (microwave, washing machine...) • Understand that most computers, tablets and phones are connected to the internet. • Recognises that any one of a range of digital devices can be considered a computer. 	<ul style="list-style-type: none"> • Understand that the Internet is a collection on computers (servers) joined together across the world • Understand the differences between the internet and the world wide web • Understand the basic structure of your school network, how it is connected (physical wiring, wireless ...) and the services that are a part of it (printing, scanning, internet via server ...) • Be able to save (and successfully retrieve!) their work to a variety of locations on the school network, online and locally to a device. Understand the reasons for saving in different places. • Understand the function of different externally visible parts of a computer (and peripherals) and classify as input or output devices. 	<ul style="list-style-type: none"> • Know that the internet provides different services and be able to describe some (email, www file transfer protocol, video conferencing ...) • Know how information is passed around the internet. • Understand how search results are selected and ranked by search engines • Understand the functions of and terminology around web browsers and search engines • Identify key components within a PC and explain their function • Understand the function of an operating system and be able to name some. • Know the difference between physical, wireless and mobile networks. • Understand the basics of how data is stored (binary code,)
	File management and the school network	<ul style="list-style-type: none"> • Be able to logon to a computer network, understand the reasons for this. • Be able to save (and successfully retrieve) their own work on a variety of devices • Understand how to save and open work to and from a shared drive or web space (e.g. OneDrive or Drop Box). Understand the reasons for this. 		

Multimedia	Text & Design	<ul style="list-style-type: none"> • Develop familiarity and correct use of the keyboard – spacebar, backspace, shift (for capital letters – not caps lock), return etc. • Select or create appropriate images / sound to add to work • Add captions to photographs, graphics and sound • Use templates to create simple presentations for a purpose • Word process text (use word lists to select text if necessary) • Navigate around text in a variety of ways (mouse, arrow keys) • Edit work in the light of their own discussions and observations • Know that multimedia includes sound, text and graphics. • Know that ICT can be used to communicate ideas in different ways (e.g. text, images, tables, sound). • Recognise that changes can be made to documents to improve appearance and add new ideas. • Talk about their use of text, graphics and sound including how the mood of a piece is changed. • Author their own pages in an e-portfolio adding text and images • With support, write and send a short email from a class account • Understand the different ways that messages can be sent, email, text letter, phone ... and begin to consider the advantages of each 	<ul style="list-style-type: none"> • Use different font effects, layout, format, graphics and illustrations to communicate for a given audience. • Insert and edit simple tables etc. Use page setup to select different page sizes and orientations • Use Cut, copy and paste to refine and reorder content • Use appropriate editing tools to ensure their work is clear and error free (using tools such as spell checker, thesaurus, find and replace). Recognise the importance of good design. • Log on to an email account or forum, open emails, create and send appropriate replies, use attachments. • Create and send an email to a prearranged partner, selecting the recipient from a class address book. • Contribute to and create own discussion forums, blogs, wikis... • Select and import graphics from cameras, graphics packages and other sources and prepare for use (cropping, resizing, editing) • Create a range of hyperlinks and produce a non-linear, interactive presentations • Recognise key features of different layouts and consider how to meet the needs of the audience (e.g. poster, newspaper, menu) 	<ul style="list-style-type: none"> • Format and edit work to improve clarity and mood, use a range of tools e.g. cut and paste, justify, tabs, insert and replace. • Make use of reviewing tools in word processors to collaborate in evaluating each other's work. • Independently create, send and respond to email, blogs and forums. (With appropriate supervision and due regard for safety) • Produce formal or informal e-messages appropriate to a task or to solve problems (requesting information, sharing data, etc.) • Talk about different forms of electronic communication, their appropriateness to tasks, advantages and disadvantages. • Develop and use criteria to evaluate the design and layout when evaluating a range of web sites, online resources etc. • Understand how pages are linked together and recognise the need for clarity. Produce a diagram to show page links. • Develop their use of hyperlinks to produce more effective interactive, nonlinear presentations. • Make effective use of transitions and animations. Consider the effect on the audience and appropriateness. • Select and import sounds from their own recording, create their own effects and music and import from other sources.
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	Digital Image, Film & animation	<ul style="list-style-type: none"> • Use a painting app to create a picture to communicate ideas • Use brush and pen tools, create lines and textures and use the flood fill spray and stamp tools. • Use ICT to source, generate and amend ideas for their art work • Use a camera or camcorder to take a picture or record their work • Demonstrate good control when using still and video cameras understanding the need to frame an image or scene and keep the camera still • Begin to edit digital photographs • Create a sequence of images which together form a short animation to illustrate a story • Understand the differences between a graphics apps and traditional art activities • Understand that some apps will enable images to be animated. • Understand that animation is a sequence of still images • Talk about their use of a painting app and their choice of tools • Begin to discuss the quality of their image and make decisions (e.g delete a blurred image) 	<ul style="list-style-type: none"> • Acquire, store and retrieve images from cameras, scanners and the internet and begin to use paint packages or photo-manipulation software to change an image (e.g. apply different effects) • Select areas of a painting, copy and paste to make repeating patterns. Resize elements. Investigate reflection tools etc • Develop greater control over the digital stills video camera and use the enhanced tools (Macro, Landscape, Zoom) • Discuss and evaluate the quality of their own and others' captured images and make decisions (e.g. keep, delete, change) • Create a short animated sequence from captured images in simple storyboarding software, to communicate a specific idea. • Capture "footage" from different devices into simple movie editing software. Arrange, trim and cut clips to create a short film that conveys meaning to a given audience. • Import music and stills into video editing software and add to film projects. • Add simple titles and credits, music and narration. 	<ul style="list-style-type: none"> • Create images using a range of techniques in art programs / apps / websites in a particular artistic style • Independently make decisions to capture, store, retrieve and edit digital images (their own and other people's) for a particular purpose. • Understand the difference between object based graphic packages and paint packages and which is right for their task • Independently plan and create a short animated sequence to communicate a specific idea, using a storyboard and timeline. • Combine stills, video and sound using a video editing package • Make use of transitions and special effects when editing films and understand the effect they will have on the audience. • Export images and movies in a variety of formats, understanding some of the differences, and share on the internet (with due regard for safety).
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	Music	<ul style="list-style-type: none"> • Use sound recorders / players to listen to pre-recorded sound • Use sound recorders / tablets to record and playback sounds (eg voices, instruments, sounds around them ...) • Experiment with a range of devices that create and record sound • Explore a range of electronic music and sound devices including keyboards, software, tablets and different peripherals • Use software to explore sound and musical phrases for a purpose • Compose music using icons to represent musical phrases • Understand that devices have record and playback functions • Begin to understand that music and sound can affect mood and atmosphere • Recognise that an electronic keyboard can be used to select and control sounds 	<ul style="list-style-type: none"> • Use IT to select and record voice and sounds – (e.g. tablet, phone, Dictaphone, digital voice recorder) • Use recorded sound files in other applications • Locate, transfer and use sound files from a range of devices and the internet, • Select, import and edit existing sound files in sound editing software / app. • Use music software or app to experiment with capturing, repeating and reordering sound patterns. • Use music software / app to create a simple multipart percussion composition • Use ICT to create and perform sounds or music that would otherwise not be possible live – e.g. playing a multi-part piece or a very fast piece • Talk about software which allows easy manipulation and creation of sound and music • Understand that copyright exists on most recorded music • Understand that all types of sounds can be combined in editing software. 	<ul style="list-style-type: none"> • Independently select, edit and combine sound files from internet sources to create a podcast file. • Develop skills in manipulating sounds (such as reversing sounds, adding echo, altering speed ...) and use them appropriately considering audience and purpose • Independently select and use a variety of appropriate devices to record musical and non-musical sounds. • Upload and download projects to the VLE / MP3 players / mobile phones / computers etc. • Create their own sounds and compositions to add to their presentations / films / images / photos. • Use IT to perform sounds or music that would otherwise not be possible live (e.g. playing a multi-track or a very fast piece) • Use IT to produce music for a specific purpose, considering the impact on the audience (e.g. length, style, genre etc.) • Understand copyright when selecting music samples
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Data Handling	Internet	<ul style="list-style-type: none"> • Use appropriate buttons, menus and hyperlinks to navigate web sites for stored information • Access different information using a range of equipment (apps, website, TV, DVD etc) • Enter text into a search engine to find specific given web sites • Locate specific sites by typing a website address (URL) into the address bar in a web browser. • Understand that IT (the internet) gives rapid access to a wide variety of information and resources • Talk about their use of IT and compare with other ways of finding information • Understand that different forms of information (text, images, sound, multimodal) exist and that some are more useful than others for specific purposes • Understand and talk about how their information can be used to answer specific questions • Begin to develop key questions to help find information • Be aware of responsible internet use and the school's acceptable use policy (see digital literacy strand) 	<ul style="list-style-type: none"> • Develop key questions and key words to search for specific information to answer a problem • Save and retrieve accessed information through the use of Favourites, History, and Save As... • Use found information purposefully to complete specific tasks e.g. copy, paste and edit relevant information • Understand the dynamics of search engines and know that there are different search engines - some within sites, and some for the whole of the Internet (e.g. Google). Use them appropriately • Use search engines for different media (e.g. Google Image Search, video, www.findsounds.com) • Skim read and sift information to check its relevance and modify search strategies if necessary • Understand a website has a unique address and the need for precision when typing it • Evaluate different search engines and explain their choices in using these for different purposes • Understand that some information found through searching is more relevant than others • Talk about and describe the process of finding specific information noting frustrations and how they overcame them 	<ul style="list-style-type: none"> • Develop strategies for finding information (different keywords, cross checking with other sites, referring to other sources such as books, people, etc). • Consider the effectiveness of search results and refine where necessary. • Skim and select information checking for bias and different viewpoints • Copy, paste, save and use pictures, text and sound and be able to import into a document for a specific audience or task • Talk about validity and plausibility and appropriateness of information, especially on the internet. Recognise the impact of using incorrect information in their work. • Understand the possible impact of using incorrect data.
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	<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Surveys, databases & spreadsheets</p>	<ul style="list-style-type: none"> • Develop simple classification skills by carrying out simple sorting activities (probably away from the computer) • Use simple graphing programs to produce pictograms and other simple graphs • Use graphing software to change the way a graph type (eg pictogram to bar chart) • Interpret graphs, discuss information contained and answer simple questions • Sort and classify a group of items by asking simple yes / no questions • Talk about the different ways technology can be used to collect information, (e.g. camera, microscope or sound recorder). • Understand that IT can be used to sort items and information • Understand that IT can be used to create, display and change graphs quite easily • Begin to understand that if data has not been entered accurately it cannot be used to provide correct answers to questions 	<ul style="list-style-type: none"> • Collect appropriate information, enter it into a database or spreadsheet and use this to answer simple questions • Raise questions of data and translate them into search criteria • Generate and compare different charts and graphs (using graphing software / app, spreadsheet etc) and understand that different graphs are used for different purposes • Organise, present, analyse and interpret the data in tables, tally charts, charts / graphs, using IT where appropriate • Begin to develop skills to identify what data needs to be collected and design a questionnaire or survey to aid its collection • Change the contents of cells in a spreadsheet to explore “What if ...” questions • Use a spreadsheet to record data and produce graphs • Use a spreadsheet to explore simple patterns (e.g. in a number square) • Understand the need to structure information properly in a database or spreadsheet • Know, understand and use the vocabulary: file, record, field, data and information. 	<ul style="list-style-type: none"> • Use complex searches (and/or, is greater/less than) to search data when looking for relationships and patterns in data. • Modify a search pattern in order to find specific information. • Check for accuracy by checking data, using different views, search tools, and graphing. Identify and correct inaccuracies. • Solve complex enquiries involving selecting, processing, and presenting data; drawing conclusions from the process (e.g. is there a relationship between minibeast habitat and diet?) • Construct, refine and interpret frequency tables; bar charts with grouped discrete data; line graphs; interpret pie charts. • Recognise the consequences of data not being accurate, relate to the wider world (e.g. police, doctors, bank, school databases). • Discuss how ICT enables the user to search and filter large amounts of data to find information. Describe the advantages. • Enter formulae into a spreadsheet and modify the data, (simple calculations + - × ÷) • Make predictions and changes and check results
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E-safety	Content	<ul style="list-style-type: none"> • Know what to do if they view content they think is inappropriate or upsetting e.g. know how to minimise a screen if they see something inappropriate then tell a trusted adult. • Begin to evaluate online content by giving opinions about preferred sites. • Know that you can be diverted from a website through a link, advertisement or pop-up. • Understand some online materials are unsuitable and many sites are aimed at selling or phishing for personal details. • Know that anyone can create a web site and it is sometimes difficult to know if information is true. 	<ul style="list-style-type: none"> • Know what to do if content is inappropriate or upsetting (school policy) e.g. know who to report to and talk to. • Understand the Internet contains fact, fiction and opinion and begin to distinguish between these. • Be aware of online marketing and begin to develop strategies to deal with it • Know that the aim of many sites is to sell something or gain personal information. 	<ul style="list-style-type: none"> • Use a range of sources to check the validity of websites and evaluate information found online, consider plausibility and develop strategies to make judgements on the sources used e.g. cross- referencing websites, checking up on author etc • Understand that some internet material is age related (especially games) and the implications for ignoring such guidance. • Know that many commercial providers have sophisticated ways of trying to sell on the internet (e.g. Hoax 'You have a virus' message to sell antivirus software). • Understand that online content often reflects stereotypical views and develop strategies to deal with it.
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	Contact	<ul style="list-style-type: none"> • Know that some information is personal and should not be shared when communicating online (This could be discussed when sending a class email). • Understand that people online may not be who they say they are and may not be true friends • Identify some risks presented by new technologies inside and outside school (e.g. online games, texting and cyber bullying). 	<ul style="list-style-type: none"> • Know to keep personal information and passwords private when communicating online. • Understand that online communication is not always confidential and that it can be monitored. • Know that anyone can create a user showing any age or gender and people you meet online may not be who they say they are. • Know what to include a personal profile and that it is better to use an alias and avatar rather than real name and photograph • Know when an email should not be opened or messages ignored. • Know how to deal with unpleasant communications via mobile, text, chat rooms ... (Save the message and show to a trusted adult). • Understand why you should only befriend people you know and trust never to meet up with "friends" you know only online. Know how to report unwanted approaches to CEOP. 	<ul style="list-style-type: none"> • Demonstrate safe practice when selecting images or content for uploading to a personal profile or online space. • Understand the need to adjust privacy settings on social networking sites and appreciate that "friends" (who can download and share their content) may not have done the same. • Understand some malicious adults use the internet to make contact and groom young children. Know how to report any suspicions (CEOP report abuse page). • Be clear about the differences between public social networking sites and closed learning environments, understanding the risks with the former. • Understand the purpose of passwords, that passwords should never be shared, what makes a secure password.
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	Conduct	<ul style="list-style-type: none"> • Learn to be respectful to other people online and their online work. • Begin to understand that their work says something about them self and to take proper ownership of it. • Learn the importance of turning off power to save energy. 	<ul style="list-style-type: none"> • Know there are writing conventions for electronic communication (language, tone, accuracy). • Start to be aware of copyright issues and plagiarism; that taking text or images from some sites may be stealing other people's work. • Know it is important to respect others' feelings and electronic work 	<ul style="list-style-type: none"> • Understand the importance of appropriate online behaviour and that online bullying is unacceptable. Know whom to report any incident. • Understand the importance of creating a positive "digital footprint" and the need to help others to preserve theirs (by uploading only content that creates a positive image of yourself and others). • Have an awareness of the need to check for copyright when downloading content from the internet, whether it can be legally re-used and how to credit other people's work
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	Year 1 and 2	Year 3 and 4	Years 5 & 6
<p>Chronology</p> 	<ul style="list-style-type: none"> Understand and use the words past and present. Use everyday words and phrases to describe the passing of time. Sequence events and changes in my own lifetime. Understand how to sequence events and artefacts such as objects or photographs. <i>Use historical words and phrases to describe the passing of time including dates and decades</i> <i>Sequence events and changes in the past.</i> <i>Understand how to sequence events, people and artefacts in order using a scale.</i> 	<ul style="list-style-type: none"> Understand and use the term century and name specific dates. Understand what a timeline is. Understand that a timeline can be divided into BC and AD/CE. Use a timeline to place events I have found out about. <i>Understand that the past can be divided into time periods.</i> <i>Name the century and dates of significant events from the past that I know about.</i> <i>Place events in history approximately in the right place on a time line.</i> <i>Understand the importance of a scale when using a timeline</i> 	<ul style="list-style-type: none"> Describe the main changes within a period of history (political, technological and cultural). Develop a timeline using an appropriate scale. Place historical events and time periods accurately on a timeline. <i>I can describe the main changes within a period of history and over different periods of history.</i> <i>Use previous learning to inform my timeline scale.</i> <i>Use a timeline to demonstrate changes and developments in culture and technology.</i>

<h2>Accessing Evidence</h2> 	<ul style="list-style-type: none"> • Know what a source is • Use books, stories, photographs, web-sites, pictures, objects, historical visits to help me find out about the past. • Know how to use clues to find out about the past. • <i>Use a source.</i> • <i>Use more than one type of source to find out about an event or a person from the past.</i> • <i>Understand how to use evidence to find out about the past.</i> 	<ul style="list-style-type: none"> • I can use multiple sources to find out information. • I know the difference between a primary and secondary source. • I can look at two versions of the same event in history • <i>Evaluate sources in terms of their usefulness.</i> • <i>Identify a primary and secondary source and say which is more reliable.</i> • <i>Look at two versions of the same event in history and identify differences in the accounts.</i> 	<ul style="list-style-type: none"> • Choose reliable and useful sources of evidence and start to give reasons. • Give clear reasons why there may be different accounts of history. • <i>Choose reliable sources of evidence and give reasons for my decision.</i> • <i>Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</i>
<h2>Using Evidence</h2> 	<ul style="list-style-type: none"> • Ask questions about the past. (What was it like? What was it used for? Who is it? What were they doing?) • Answer questions about the past. • <i>Ask questions about the past (What was it like for people in the past? What happened in the past? How long ago did an event happen?)</i> • <i>Start to answer questions about the past using evidence to help me.</i> 	<ul style="list-style-type: none"> • know what a historical question looks like • Use evidence to start to generate my own questions about the past. • Confidently use evidence to help me answer questions about the past. • <i>Devise my own historical questions</i> • <i>Follow a line of historical enquiry given to me by my teacher.</i> • <i>Choose suitable sources of evidence for my historical enquiry and use them to support my answers.</i> 	<ul style="list-style-type: none"> • Analyse, evaluate and refine my own questions • Follow my own line of historical enquiry. • Choose reliable sources of evidence to help me answer questions giving reasons for my choices. • <i>Use sources of information to form testable hypotheses about the past.</i> • <i>Choose reliable sources of evidence to help me answer questions realising that there is often not a single answer to historical questions.</i> • <i>Adapt and refine my line of enquiry.</i>

<p>Historical Communication</p> 	<ul style="list-style-type: none"> • Share what I have found out by telling someone. • Show what I have learnt through drawings, models, art, photographs and drama. • Recount an event. 	<ul style="list-style-type: none"> • Orally retell an event from the perspective of having been there. • Use drama to improve my understanding of a historical event. • Present to others what I have found out. • Write a report, diary entry etc. of an event from the perspective of having been there. 	<ul style="list-style-type: none"> • Use my historical understanding and empathy to communicate my ideas. • Communicate different viewpoints (orally and written). • Organise a presentation about a historical event, person or source and answer questions about it. • Organise a presentation about a historical event, person or source and lead a discussion.
<p>Historical Vocabulary</p> 	<p>now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, history, evidence, sequence, museum</p> <p>recently, in ... , during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline.</p>	<p>century, BC/AD/CE, civilisation, in thecentury, in thedecade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate</p>	<p>change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability, hypotheses, interpretation, analyse, refine, critically, immigration.</p>

	Year 1 and 2	Year 3 and 4	Years 5 & 6
<p>Locational and Place knowledge</p> 	<ul style="list-style-type: none"> • Use maps and globes to identify the continents and oceans and understand that both a map and a globe show the same thing. • Locate the continents on a paper map. • Use simple compass directions (North, South, East and West) to describe the location of features on a map. • Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? • Express own views about a place, people and environment. • Draw and label pictures to show how places are different to the uk • Give detailed reasons to support own likes, dislikes and preferences. 	<ul style="list-style-type: none"> • Build on prior knowledge of UK regions by using maps to locate countries of Europe. • Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. • Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. • Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. • Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there. • Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) i.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks. 	<ul style="list-style-type: none"> • Identify the different hemispheres on a map. • Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. • Locate and label different countries/continents in the Northern and Southern hemisphere. • Raise questions about the different hemispheres and • Use and explain appropriate geographical language • Use maps to compare and contrast differences between the uk and other countries; climate, agriculture, tourism etc • Discuss and compare these differences relate this knowledge to the weather in the local area. • Reach reasoned and informed solutions and discuss the consequences of humans around the world.

Locational and
Place knowledge




Continued

- **Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.**
- **Using maps, locate** the Equator, the Tropics of Cancer and Capricorn. **Consider the countries and climates that surround these lines and discuss the relationships** between these and the countries.
- **Critically study photographs** – do they think these were taken close to the Equator or further away.
- Look at maps, pictures and other sources to **identify similarities and differences** between a UK region and another country. **Compare physical and human features, draw conclusions, pose questions and use prior knowledge** of map reading.
- **Identify main trade and economy** in another country and **compare** to region of the UK.
- Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn?
- **Analyse evidence and draw conclusions** e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.
- **Locate the key physical and human characteristics. Relate these features to the locality** e.g. population sizes near tourist landmarks/rivers, transport links to mountains.
- **Locate all the man made features** of a country e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. **Reflect on the importance and value of the tourism** industry in these areas.



Human and
Physical
Geography





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| <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. • Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. • Be able to verbalise and write about similarities and differences between the features of the two localities. • Ask questions about the weather and seasons. • Children to identify the equator and locate the places on the Equator which are the hottest. • Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. • Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts. | <ul style="list-style-type: none"> • Locate places in the world where volcanoes occur. • Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. • Draw diagrams, produce writing and use the correct vocabulary • Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Celtic and Roman Merton like? How did they trade? How is that different today? • Relate land use and trade to settlements. • Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. | <ul style="list-style-type: none"> • Use the language of rivers e.g. erosion, deposition, transportation. • Explain and present the process of rivers, earthquakes, volcanoes • Research and discuss how geographical features such as rivers, topography and coasts can impact human settlements. • Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. • Discover where food comes from. • Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. • Ask and answer geographical questions to unpick why human geography may have changed over time. |
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<p>Fieldwork</p> 	<ul style="list-style-type: none"> • Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. • Draw own maps of the local area; use and construct basic symbols in a key. • Observe and record the features around the school e.g. the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic on the Rosehill roundabout compared to the school road. • Children to make suggestions for the cause of the differences. • Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. • Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features. 	<ul style="list-style-type: none"> • Create maps e.g. - Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key. • Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement • Undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school. • Make an aerial plan/map of the school, drawing round different sized blocks (moved on from year 1 collective aerial planning using blocks). • Classify local buildings. • Use recognised symbols to mark out local areas of interest on own maps. • Choose effective recording and presentation methods e.g. tables to collect data. • Present data in an appropriate way using keys to make data clear. • Draw conclusions from the data. 	<ul style="list-style-type: none"> • Look for evidence of past river use by visiting the location. • Make field notes/observational notes about land features. • Visit a river/hill/coast, locate and explain the features. • Take photographs to support findings e.g showing different transport used in the area today which would not have been used during Victorian times. • Study pictures of historic elements of a site and compare and contrast. • Select a method to present the differences in transport in the area today. • Undertake a survey in the local area or on a visit – drawing comparisons • Collate the data collected and record it using data handling software to produce graphs and charts of the results. • Ask Geographical questions e.g. how is traffic controlled? What are the main problems?
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	Year 1 and 2	Year 3 and 4	Years 5 & 6
Evaluating	<ul style="list-style-type: none"> Know what a product is Say what a product is for Describe a product (who is it for, what is made from, how is it made, how it works) Talk about their own work (features, design, opinion) Describe how their product works <i>Know the features of familiar products</i> <i>Give reasons for some features (colour choice, material used, joining technique)</i> <i>Talk about my own and others' work (features, design, opinion)</i> <i>Explain why they chose certain materials, techniques and tools</i> <i>Describe how their product works</i> 	<ul style="list-style-type: none"> Start to research and evaluate existing products Understand that products are designed for a purpose (e.g. a problem, an audience, an event) Talk about own and others' work (features, design, opinion) Explain why I chose certain materials, techniques and tools Say what I would do to improve my product Research and evaluate existing products to inform planning Understand that products are designed for a purpose (e.g. a problem, an audience, an event) Identify what is working well and what can be improved (this is during the make as well as at the end) 	<ul style="list-style-type: none"> Research and evaluate existing products giving reasons for the decisions of the designers (materials, design, tools, techniques) Use the ideas from current designers to help with plans Reflect on designs and develop them bearing in mind the way they will be used (during the process) <i>Research and evaluate existing products giving reasons for the decisions of the designers (materials, design, tools, techniques)</i> <i>Use the ideas from current designers to help with own plans</i> <i>I reflect on own designs and develop them bearing in mind the way they will be used (during the process)</i>


<h2>Knowledge of Designers</h2> 	<ul style="list-style-type: none"> • Know what a designer does • Know the names and the products of some British designers • Say what they like and dislike about the product and the designer 	<ul style="list-style-type: none"> • Know some designers from history • Talk about some of the tools, techniques and design used by the designer 	<ul style="list-style-type: none"> • Know how key events and individuals have influenced the world (in terms of products) • Compare and contrast the work of different designers (e.g. historical and modern) • Give reasons for the decisions made by the designer
<h2>Design</h2> 	<ul style="list-style-type: none"> • Think of ideas and with help can put them into practice • Know what a design is and its purpose • Use pictures and words to describe what they want to do (materials and tools) • <i>Think of ideas and with help can put them into practice</i> • <i>Know what a design is and its purpose</i> • <i>Use pictures and words to describe what to do (materials, techniques, features-mechanics etc. and tools)</i> 	<ul style="list-style-type: none"> • Think of ideas and plan what to do next, based on what I know about materials and components • Select the appropriate tools, techniques and materials • Plan using specific materials and explain my choice • Use pictures and words to describe what I want to do (materials, techniques, features-mechanics etc. and tools) • <i>Think of ideas and plan what to do next, based on what is known about materials and components</i> • <i>Select the appropriate tools, techniques and materials explaining my choices</i> • <i>Communicate my ideas using labelled sketches giving reasons for choices</i> • <i>Start to produce step by step plans</i> 	<ul style="list-style-type: none"> • Use my knowledge of design designers and further research to help influence my own design • Create models or prototypes to show aspects of my design • Produce step by step plans • Use computer aided design • Come up with solutions to problems as they happen. • <i>Use knowledge of design designers and further research to help influence own design</i> • <i>Create models or prototypes to show aspects of my design</i> • <i>Produce step by step plans</i> • <i>Use computer aided design</i> • <i>Take part in technical discussions about my ideas</i> • <i>Come up with solutions to problems as they happen.</i>

<p>Making</p> 	<ul style="list-style-type: none"> • Know what materials can be used for my structure • Know what a join is and can use one • Measure and mark out materials with care and increasing accuracy • Cut materials safely (scissors, junior hacksaw) • Be careful to make work look as neat as possible • Find out how to make materials for structure stronger (folding, rolling and joining, columns and triangles) 	<ul style="list-style-type: none"> • Use appropriate materials and an appropriate join • Measure and mark out materials with care and increasing accuracy (cm) • Use scoring and folding to shape materials accurately • Make cuts accurately (scissors and saws) • Make holes accurately (drill, punch) • Join materials to make products using both permanent and temporary fastenings • Methods of working are increasingly precise aiming for a high quality finish • Art skills to apply texture and design to my products 	<ul style="list-style-type: none"> • Select from a variety of materials best suited to my design • Measure using mm and then use scoring, and folding to shape materials accurately. • Make cuts accurately and reject pieces that are not accurate and improve my technique. • Joins are strong and stable, giving extra strength to products. • Some joins are flexible to allow for dismantling or folding. • Methods of working are precise so that products have a high quality finish. • Use computer programming when creating a product
<p>Mechanics and Electrics</p> 	<ul style="list-style-type: none"> • Explore how moving objects work. • Look at wheels, axels, turning mechanisms, hinges and simple levers. • Make a product that moves using a turning mechanism (e.g. wheels, winding) or a lever or a hinge (to make a movement) 	<ul style="list-style-type: none"> • Know the application of mechanisms to create movement. • Combine a number of components well in my product. • Use simple circuits to either illuminate or create motion. • Make a product that uses both electrical and mechanical components. • Products have a good finish so that a user will find it both useful and attractive. 	<ul style="list-style-type: none"> • Choose components that can be controlled by switches or by ICT equipment. • Product is improved after testing. • Use science skills (resistance, batteries in series or parallel, variable resistance to dim lights or control speed) to alter the way electrical products behave. • Use precise electrical connections. • Explored mechanical movement using hydraulics and pneumatics. • Use other DT skills to create housings for my mechanical components. • Product are well finished in a way that would appeal to users

Textiles





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| <ul style="list-style-type: none">• Know that textiles have different properties: touch, insulation, texture and waterproof. I select the appropriate textile so that it does the job I want it to.• Describe textiles by the way they feel.• Alter a textile to make it stronger.• Make a product from textiles.• Measure, mark out and cut fabric.• Join fabrics using glue and running stitch.• Make sure my work is neat and tidy. | <ul style="list-style-type: none">• Select the appropriate textile(s) for my product.• Use sharp scissors accurately to cut textiles.• Know that the texture and other properties of materials affect choice.• Textile work incorporates the views of intended users' and for the purpose.• Use art textiles skills such as stitching to help create a product that is sturdy and fit for purpose.• Combine materials to add strength or visual appeal• Textile products include structural changes, such as plaiting or weaving to create new products such as rope, belts, bracelets etc. | <ul style="list-style-type: none">• Products have an awareness of commercial appeal.• Experiment with a range of materials until I find the right mix of affordability, appeal and appropriateness for the job.• Combine art skills to add colour and texture to my work.• Mark out using patterns and templates• Join textiles using art skills of stitching, embroidering and plaiting to make durable and desirable products. |
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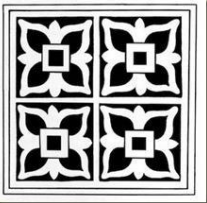

	Year 1 and 2	Year 3 and 4	Years 5 & 6
Drawing 	<ul style="list-style-type: none"> Using images and symbols to name and describe feelings and ideas. Representing familiar objects as a 'schema' by combining shapes. Drawing confidently from imagination. Combine schematic and observational approaches. Add detail to artwork. <i>Observing and recording the shapes, patterns and textures found in objects.</i> <i>Working in a combined schematic and observational way with confidence in placing objects.</i> <i>Using drawing as the starting point for work in other media as well as in its own right.</i> 	<ul style="list-style-type: none"> Representing objects with correct proportions. Observing how shape, colour and tone can be used to describe form. Using observational drawings as opening studies for more developed work. <i>Using line, tone and texture to represent objects in three dimensions.</i> <i>Spending longer periods of time on more challenging activities, concentrating on particular views of objects.</i> <i>Using tools, such as viewing frames, effectively.</i> <i>Using drawing as part of the investigation process and presenting work well in a sketchbook.</i> 	<ul style="list-style-type: none"> Depicting shadows and reflections using light and shade. Combining different pressures and shading techniques. Developing a personal style. Choosing appropriate techniques to convey meaning or atmosphere.

Painting



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| <ul style="list-style-type: none"> • Exploring the tactile and visual qualities of a paintbrush. • Combining materials and tools and enjoy finding out how to achieve different effects. • Mixing paints from a limited range. | <ul style="list-style-type: none"> • Working in stages using different materials for particular effects. • Making some independent decisions about colour. • Beginning to understand and identify complementary colours and warm and cool colours. • Speaking about the emotional impact of colour. | <ul style="list-style-type: none"> • Include texture gained through paint mix or brush technique. • Show well developed control is to achieve effects. • Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere. |
| <ul style="list-style-type: none"> • <i>Showing control in the use of colour</i> • <i>Understanding that paint is used in different ways for different effects.</i> • <i>With guidance, adding detail to work.</i> | <ul style="list-style-type: none"> • <i>Developing painting skills as parts of work that include initial studies and investigation.</i> • <i>Controlling brushes and materials with confidence.</i> • <i>Adopting a systematic approach when mixing and applying colour.</i> • <i>Using a good vocabulary of art terms related to colour concepts such as opacity and transparency.</i> | |

<h2>Sculpture</h2> 	<ul style="list-style-type: none"> • Exploring materials. • Joining simple objects together. • Using a range of modelling materials squeezing, pinching and rolling them to make familiar or fantasy objects. • Adding colour, pattern and texture to objects. • <i>Working on a larger scale when appropriate.</i> • <i>Showing sufficient control to join and manipulate materials for the purpose intended.</i> • <i>Showing a developing understanding of the qualities of the materials used.</i> 	<ul style="list-style-type: none"> • Taking part in extended activities through different stages. • Working independently with a wider range of materials. • Requiring less support when selecting materials and tools. • <i>Using a similar range of materials as at earlier levels but with an increased sensitivity and control.</i> • <i>Using more advanced materials like wire and plaster.</i> 	<ul style="list-style-type: none"> • Portraiture work has a life like quality gained by choosing and applying the most appropriate techniques. • Making models on a range of scales that communicate observations from the real or natural world. • Producing sculptures that are well proportioned.
<h2>Materials and textiles</h2> 	<ul style="list-style-type: none"> • Sorting, matching and naming different materials. • Exploring materials to see how they are made. • Using joining processes such as tying and gluing. • Weaving on simple frames for different effects. • Using paints, dyes, crayons and other media to make individual and group designs on textiles. • <i>Joining, positioning and manipulating materials with some independence.</i> 	<ul style="list-style-type: none"> • Developing more control over the making process. • Collecting materials and ideas for work and experiment with materials before using them. • Using more advanced printing and dyeing techniques, combining different processes. • <i>Following a clear design brief to achieve an effect in techniques such as sewing (cross stitch & backstitch) appliqué, embroidery, plaiting and finger knitting.</i> 	<ul style="list-style-type: none"> • Displaying precision in work. • Combining a range of sewing printing, dyeing and joining techniques to good effect.

<h2>Printing</h2> 	<ul style="list-style-type: none"> • Using objects and basic tools and equipment to make patterns and images. • <i>Working with a range of processes, controlling materials and tools.</i> • <i>Using printing to illustrate and explore ideas, commenting on what is done.</i> 	<ul style="list-style-type: none"> • Approaching work in stages to use simple processes to make more complex designs. • Developing work from initial studies and investigations. • Understanding how printing differs from other art processes and how it is used in different cultures. • <i>Using a number of colours built up in a sequence.</i> • <i>Using precise repeating patterns by creating accurate printing blocks.</i> 	<ul style="list-style-type: none"> • Choosing the appropriate materials on which to print to suit the purpose. • Using drawings and designs to bring fine detail into my work. • Combining printing techniques within one piece of work to create impact and effect.
<h2>Collage</h2> 	<ul style="list-style-type: none"> • Using cut and torn papers and other materials to make simple patterns and images. • Recognising that materials look and feel different, choosing the most suitable materials for an effect. • <i>Mixing paper and other materials with different textures and appearances.</i> 	<ul style="list-style-type: none"> • Using collage to explore wider art themes. • Returning to work using a range of techniques to develop the final image. • <i>Experimenting with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)</i> • <i>Experimenting with ceramic mosaic techniques to produce a piece of art.</i> 	<ul style="list-style-type: none"> • Choosing the most appropriate materials to fit the purpose. • Conveying a definite theme that is apparent to any viewer.

