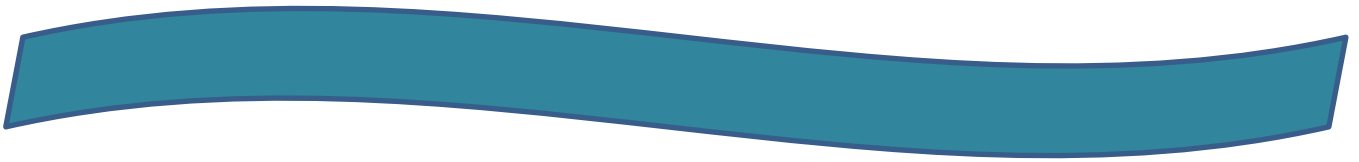


Brindishe Schools' Curriculum



'The world is my classroom'



Updated July 2014

'The world is my classroom'

We recognise that the children at Brindishe Schools are a very diverse group of learners. We live in a cosmopolitan capital, where communities must learn to live and share with each other. We live in a changing economic climate so we need to understand the value of money and how to make good decisions. We live in a technologically driven world and are increasingly aware of and are responding to, climate change and diminishing natural resources. Future work patterns and job opportunities may well be different. We may well need different skills and attributes. The world is smaller and the connections between peoples and places are more immediate and interdependent.

In order that we learn what we need to learn we must look beyond the classroom and our own school and take responsibility not only for ourselves but for the progress and well-being of others.

We want our children to be creative, successful, and reflective learners who make progress and achieve, who become confident individuals who know how to live safe, healthy and fulfilling lives and who become responsible citizens who make a positive contribution to society.

We want our curriculum to be broad, flexible and modern, enabling teachers to plan personalised and highly stimulating learning which questions and challenges children. A curriculum, which facilitates the combining and connecting of areas, generating innovative approaches, which support children's understanding and promote their autonomy.

There are six areas of learning:



Essentials for learning and life

Literacy

FOCUS: Children use and apply their literacy skills confidently and competently in their learning and in everyday contexts. They convey ideas and opinions clearly and respond creatively and critically to a wide range of information and ideas.

CHILDREN LEARN HOW TO

1. **listen attentively, talk clearly and confidently** about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively
2. **read accurately and fluently** to comprehend and critically respond to texts of all kinds, on paper and on screen, in order to access ideas and information
3. **write, present and broadcast** a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts
4. **analyse, evaluate and criticise** a range of uses of language in order to draw out meaning, purpose and effect.

Numeracy

FOCUS: Children use and apply mathematics confidently and competently in their learning and in everyday contexts. They recognise where maths can be used to solve problems and are able to interpret a wide range of mathematical data.

CHILDREN LEARN HOW TO

1. **represent and model situations using mathematics**, using a range of tools and applying logic and reasoning in order to predict, plan and try out options
2. **use numbers and measurements** for accurate calculation and an understanding of scale, in order to make reasonable estimations
3. **interpret and interrogate mathematical data** in graphs, spread-sheets and diagrams, in order to draw inferences, recognise patterns and trends, and assess likelihood and risk
4. **use mathematics to justify and support decisions** and proposals, communicating accurately using mathematical language and conventions, symbols and diagrams.

ICT Capability

FOCUS: Children use and apply their ICT knowledge, skills and understanding confidently and competently in their learning and in everyday contexts. They become independent and discerning users of technology, recognising opportunities and risks and using strategies to stay safe.

CHILDREN LEARN HOW TO

1. **find and select information** from digital and online sources, making judgements about accuracy and reliability
2. **create, manipulate and process** information using technology to capture and organise data, in order to investigate patterns and trends; explore options using models and simulations; and combine still and moving images, sounds and text to create multimedia products
3. **collaborate, communicate and share** information using connectivity to work with and present to people and audiences within and beyond the school
4. **refine and improve** their work, making full use of the nature and pliability of digital information to explore options and improve outcomes.

Essentials for learning and life

Learning and Thinking Skills

FOCUS: Children have the skills to learn effectively. They can plan, research and critically evaluate, using reasoned arguments to support conclusions. They think creatively, making original connections and generating ideas. They consider alternative solutions to problems.

CHILDREN LEARN HOW TO

1. **investigate**, asking relevant questions, identifying problems, analysing and judging the value of information and ideas, questioning assumptions. They plan systematically using time and resources effectively, anticipating, taking and managing risks
2. **create and develop**, using their imagination to explore possibilities and generate ideas. They try out innovative alternatives, looking for patterns, recognising differences and making generalisations, predicting outcomes and making reasoned decisions
3. **communicate**, interacting with different audiences in a variety of ways using a range of media
4. **evaluate**, developing criteria for judging work and suggesting refinements and improvements.

Personal and Emotional Skills

FOCUS: Children take responsibility for their own learning and show initiative, perseverance and a commitment to self-improvement. They recognise that achievement builds self-confidence and resilience, enabling them to deal positively with praise and constructive criticism.

CHILDREN LEARN HOW TO

1. **identify their strengths** and areas for development, reflecting on the significance of their learning
2. **manage their feelings** using appropriate strategies, becoming increasingly aware of their own and others' feelings
3. **reflect** on past achievements and experiences to manage future learning and behaviour
4. **set goals** for their personal development and learning, and work towards them
5. **work independently**, knowing when to seek help, dealing with pressures and deadlines
6. **develop control over their physical skills and movements** in a range of contexts with dexterity and confidence.

Social Skills

FOCUS: Children develop the skills to work well with other people. They are responsible and adaptable and anticipate others' views and feelings. They appreciate the value of rules for working together, and play an active part in group and classroom activities.

CHILDREN LEARN HOW TO

1. **listen and respond appropriately** to a wide range of people, showing empathy and understanding, and having the confidence to raise their concerns
2. **adapt their behaviour** to suit different situations
3. **work collaboratively** towards common goals
4. **take turns and share** as appropriate, stating their own views and needs
5. **negotiate**, respecting others' rights and responsibilities, and use strategies to resolve disputes and conflicts
6. **give constructive support and feedback** to benefit others as well as themselves.

Guide to planning - How to personalise the curriculum and build in progression

Planning provides a structure and context for teachers and learners, as well as a framework for reflection and evaluation.

At Brindishe Schools we value creativity and creative learning.

For us this means:

- ❖ learning what we need to learn in new and different ways, and recognising that we learn different things in different ways
- ❖ learning which is linked (to previous learning, to related experiences, across subject boundaries) and located in a meaningful context for children
- ❖ using creative entry points (stimulating starting points) such as artefacts, problems, stories, topical events, letters or visitors.

Our curriculum provides breadth and balance, securing the fundamentals of English and Maths and prepares children for newer opportunities and challenges that face them in the 21st century.

Long term and medium term planning

The long-term plan is structured within year groups and across key stages. It ensures that the main aspects of the curriculum, within the six Areas of Learning, are covered over time and are not repeated unnecessarily. It is detailed in the overview of Content for Learning and teachers need to make decisions from this about how they would combine different aspects into their medium term planning for each term/half term, throughout the year. For example learning about plants and animals or athletics may well be best placed in the summer term. Thought needs to be given, additionally to the length of each term in relation to the content.

Daily Maths and English continue to be planned from the National Curriculum. As far as possible, learning in these areas will be linked to other curricular areas.

Choice from the Content for Learning is not random but the aspects should be chosen and combined, in a way that reflects the specific needs, interests and context of the learners. For example, a particular concern about children's perceptions of body image could lead to a planned focus on the promotion of physical activity and health, extending also to healthy eating at lunchtimes to enable the learners to see the link between eating well, physical activity and feeling good about themselves.

There is no expectation that any aspects should be done in a particular order or linked in a particular way, but rather where the teacher can see natural and useful links. School visits and trips and learning opportunities outside the classroom are an integral part of the planning process, ideal as creative entry points and very much encouraged.

Some areas/topics may also be taught discretely e.g. maths or science, if links are not evident.

It is not essential for all the aspects to be covered but there would clearly need to be a balance across the content and across the year. In-depth learning in a few areas is better than skimming the surface of many areas.

Timing needs to be considered, to allow appropriate development of skills, knowledge and understanding and the content may therefore be planned across a series of weekly sessions or in a single block e.g. one or two days together.

There are three fundamental questions teachers should ask themselves when planning.

- ❖ What skills, knowledge and understanding have the learners already acquired?
- ❖ How do I build on this in order to provide relevant and challenging learning?
- ❖ How will I build in flexibility to address differing needs or personalise the learning?

Teachers can then build in progression, by referring to the 'early, middle, later' stages for each subject area. Teachers use assessment for learning to ascertain the ability levels and understanding of children.

From the 'early, middle, later' stages, the learning intentions are identified and activities are planned to secure the learning outcomes. Teachers then plan a wide variety and balance of focused teaching and well-planned opportunities to use, apply and develop knowledge and skills.

Some sample half-termly plans are available at the end of this document as a starting point.

Year 1 – Content for Learning

Maths, Economics and Enterprise

- ❖ Maths – see separate document – Number; Shape, Space and Measure; Data handling; Problem-solving
- ❖ Recognise coins and notes, including foreign
- ❖ Role play – exchange of coins and notes, including cards/vouchers
- ❖ Discuss where money comes from, pocket money
- ❖ Talk about what money can be spent on, recognise that adults pay bills, pay for food, etc.
- ❖ Keeping money safe, banking
- ❖ Wants and needs – spending money, budget
- ❖ Losing money – consequences
- ❖ Value of money, having more or less, considering what money different people have

Communication, Languages and Literacy

Include all non-fiction shown with at least 1 poetry and 2 fiction

- ❖ Non-fiction (information texts, lists, labels and captions, instructions and recounts)
- ❖ Poetry (using the sense, pattern & rhyme, poems on a theme)
- ❖ Fiction (stories with familiar settings, stories from a range of cultures, traditional & fairy Stories, stories about fantasy worlds)
- ❖ SPaG - spelling, punctuation, vocabulary, handwriting and grammar
- ❖ Speaking, listening and responding
- ❖ Understanding and interpreting texts
- ❖ Modern foreign languages

Creative and Expressive Arts

- ❖ Drawing and sculpture
- ❖ Painting
- ❖ Drawing, IT and print
- ❖ Printing and design
- ❖ Responding to art
- ❖ Music – Performing (song singing, playing instruments, music literacy)
- ❖ Music – Composing (improvising and creating, talking about and recording compositions)
- ❖ Music - Listening and Responding (exploring sounds, range of genres and responses)
- ❖ Exploring and making drama (belief and tension)
- ❖ Developing range of drama skills
- ❖ Reflecting on drama
- ❖ Dance – acquiring and developing skills
- ❖ Dance – selecting and applying skills
- ❖ Dance - fitness and health

Historical, Global, Social and Spiritual Understanding

- ❖ A local study: playground/park/home/shop
- ❖ Explore a contrasting non-European country
- ❖ Fieldwork – photos, labels, tally, charts
- ❖ Make and follow simple maps and plans
- ❖ Identify key features and UK locations
- ❖ RE – Christianity and Buddhism – belief, story, celebrations, symbols, leaders, belonging
- ❖ Using timeline, sequencing events
- ❖ Know and recount stories about the past
- ❖ Comparison over time – e.g. toys, homes, clothes, transport, school, children
- ❖ A local history study – houses, buildings, school, Manor Park.

Physical wellbeing, health and lifestyles

- ❖ Fitness and health – warm up/cool down
- ❖ Games – ball skills, throwing and catching, passing, striking, fielding, racquet skills
- ❖ Gymnastics – travelling, rolling, jumping, creating tension, balance, pathways
- ❖ Athletics – running, jumping, throwing
- ❖ Personal and social – opinions, feelings, showing respect, problem-solving, say sorry.
- ❖ Citizenship – people who live near us, people in our community, people at work, bullying
- ❖ Healthy Living – personal hygiene, diet, teeth, exercise, eco issues.
- ❖ Keeping safe in local area, asking for help, road safety, stranger danger, caring for environment
- ❖ E-safety, being safe online, cyber bullying
- ❖ Learn about food, cultural/celebration aspects, healthy/balanced diet, basic cooking skills

Scientific and Technological Understandings

- ❖ Parts of the body and senses
- ❖ Animals – identify/name, classify
- ❖ Plants/trees–name, parts, what they need to grow
- ❖ Materials – describe, natural/manmade
- ❖ Seasonal changes – weather & day length
- ❖ How we move, how things around us move
- ❖ Light and dark
- ❖ Navigating simple websites and MLE
- ❖ Using simple data handling software
- ❖ E-safety
- ❖ Using a variety of devices to record – cameras, flips, video, iPads, bee-bots, etc.
- ❖ Making structures, models – homes
- ❖ Textiles – puppets
- ❖ Mechanisms – moving pictures/storyboard

Year 2 – Content for Learning

Maths, Economics and Enterprise

- ❖ Maths – Lewisham Framework – Number; Shape, Space and Measure; Data handling; Problem-solving
- ❖ Recognise coins and notes, including foreign
- ❖ Role play – exchange of coins and notes, including cards/vouchers
- ❖ Discuss where money comes from, pocket money
- ❖ Talk about what money can be spent on, recognise that adults pay bills, pay for food, etc.
- ❖ Keeping money safe, banking
- ❖ Wants and needs – spending money, budget
- ❖ Losing money – consequences
- ❖ Value of money, having more or less, considering what money different people have

Communication, Languages and Literacy

Include all non-fiction shown with at least 1 poetry and 2 fiction.

- ❖ Non-fiction (information texts, explanations and non-chronological reports)
- ❖ Poetry (patterns on the page, really looking, silly stuff)
- ❖ Fiction (stories with familiar settings, stories by the same author, traditional stories, extended stories and significant stories)
- ❖ SPaG - spelling, punctuation, vocabulary, handwriting and grammar
- ❖ Speaking, listening and responding
- ❖ Understanding and interpreting texts
- ❖ Modern foreign languages

Creative and Expressive Arts

- ❖ Drawing and sculpture
- ❖ Painting
- ❖ Drawing, IT and print
- ❖ Printing and design
- ❖ Responding to art
- ❖ Music – Performing (song singing, playing instruments, music literacy)
- ❖ Music – Composing (improvising and creating, talking about and recording compositions)
- ❖ Music - Listening and Responding (exploring sounds, range of genres and responses)
- ❖ Exploring and making drama (belief and tension)
- ❖ Developing range of drama skills
- ❖ Reflecting on drama
- ❖ Dance – acquiring and developing skills
- ❖ Dance – selecting and applying skills
- ❖ Dance - fitness and health

Historical, Global, Social and Spiritual Understanding

- ❖ Local area- investigate ways to improve environment, i.e. local traffic, litter, recycling
- ❖ Explore links between own locality and contrasting locality of UK
- ❖ Using maps, atlases, globes
- ❖ Identify key features and UK locations
- ❖ RE – Hinduism and Islam – belief, story, celebrations, symbols, leaders
- ❖ Sequencing events, chronological order
- ❖ Know and recount stories about the past
- ❖ Compare significant events and people in history, local or the wider world e.g. Columbus, Neil Armstrong, Mary Seacole, Rosa Parks etc.
- ❖ The Victorians (seaside, inventions, explorers, famous people or events)

Physical wellbeing, health and lifestyles

- ❖ Fitness and health – warm up/cool down
- ❖ Games – ball skills, throwing and catching, passing, striking, fielding, racquet skills
- ❖ Gymnastics – travelling, rolling, jumping, creating tension, balance, pathways
- ❖ Athletics – running, jumping, throwing
- ❖ Personal and social – opinions, feelings, showing respect, problem-solving, say sorry.
- ❖ Citizenship – people who live near us, people in our community, people at work, bullying
- ❖ Healthy Living – personal hygiene, diet, teeth, exercise, eco issues.
- ❖ Keeping safe in local area, asking for help, road safety, stranger danger, caring for environment
- ❖ E-safety, being safe online, cyber bullying
- ❖ Learn about food, cultural/celebration aspects, healthy/balanced diet, basic cooking skills

Scientific and Technological Understandings

- ❖ Healthy food, exercise and growing/changes
- ❖ Names of living things in our locality, plants and seeds/bulbs, grouping living/non-living things; habitats, conditions for growth (animals and plants)
- ❖ Materials and changes – properties and changes
- ❖ Pushes and pulls
- ❖ Electricity – sources, dangers, circuits
- ❖ Navigating simple websites and MLE
- ❖ Using simple data handling software
- ❖ E-safety
- ❖ Using a variety of devices to record – cameras, flips, video, iPads, bee-bots, etc.
- ❖ Making structures, models – garden seats
- ❖ Textiles – sun hat
- ❖ Mechanisms – winding up, axles

Year 3 – Content for Learning

Maths, Economics and Enterprise

- ❖ Maths – see separate document – Number; Shape, Space and Measure; Data handling; Problem-solving
- ❖ Forms of money – cash, credit/debit cards, cheque, internet
- ❖ Global trade – fairtrade issues
- ❖ Understanding how we get money for work
- ❖ Recognise household expenses/financial commitments and keeping money safe
- ❖ Think about budgeting, insurance, savings
- ❖ Balance wants and needs, prioritising spending
- ❖ Donating to charity
- ❖ Compare standards of living and cost of living in different places – international aid and charities

Communication, Languages and Literacy

Include all non-fiction with at least 1 poetry & 2 fiction

- ❖ Non-fiction (report, recount, explanation, instruction, persuasive/point of view, argument/debate/discussion)
- ❖ Poetry (poems to perform, shape poetry and calligrams, language play)
- ❖ Fiction (stories with familiar settings, myths and legends, adventure and mystery stories, authors and letters, dialogue and plays)
- ❖ SPaG - spelling, punctuation, vocabulary, handwriting and grammar
- ❖ Speaking, listening and responding
- ❖ Understanding and interpreting texts
- ❖ Modern foreign languages

Creative and Expressive Arts

- ❖ Drawing and sculpture
- ❖ Painting
- ❖ Drawing, IT and print
- ❖ Printing and design
- ❖ Responding to art
- ❖ Music – Performing (song singing, playing instruments, music literacy)
- ❖ Music – Composing (improvising and creating, talking about and recording compositions)
- ❖ Music - Listening and Responding (exploring sounds, range of genres and responses)
- ❖ Exploring and making drama (belief and tension)
- ❖ Developing range of drama skills
- ❖ Reflecting on drama
- ❖ Dance – acquiring and developing skills
- ❖ Dance – selecting and applying skills
- ❖ Dance - fitness and health

Historical, Global, Social and Spiritual Understanding

- ❖ Actions to change and improve environment – energy, water, traffic, buildings
- ❖ Explore two contrasting regions – local and another region of the UK; way of living; migration
- ❖ Wider fieldwork, compass, grid references
- ❖ Locational geography – counties and cities of UK
- ❖ Hinduism, Islam, Sikhism – beliefs, teachings, worship, pilgrimage, sacred places, life and death, symbols, inspirational people
- ❖ Timelines, dates, periods of time, BC, AD
- ❖ The achievements of the earliest civilisations e.g Ancient Egypt, Ancient Sumer
- ❖ An overview of the changes in Britain from the Stone Age to the Iron Age.

Physical wellbeing, health and lifestyles

- ❖ Fitness and health – stamina, flexibility
- ❖ Games – building ball skills, marking and defending, ball control, invasion games
- ❖ Gymnastics – use floor, mat and apparatus to perform sequences of actions and positions
- ❖ Athletics – team events, relays, javelin, discus
- ❖ Personal and social – friendships, caring about others, feelings, positive self-image, empathy
- ❖ Citizenship – rules at home, school, community, self-responsibility, community groups, conflict
- ❖ Healthy Living – balanced diet, teeth, exercise, eco issues, medicines/drugs, happiness
- ❖ Keeping safe at home, fire safety, emergency services, road safety, stranger danger
- ❖ E-safety, being safe online, cyber bullying
- ❖ Learn about food, cultural/celebration aspects, healthy/balanced diet, basic cooking skills, where food comes from – UK and nonUK, climate

Scientific and Technological Understandings

- ❖ Plants – identify parts, life cycles, what they need to grow, pollination, seed formation/dispersal
- ❖ Animals – nutrition, skeletons
- ❖ Rocks and soils
- ❖ Forces – magnets and springs
- ❖ Light/dark/shadows
- ❖ Develop appropriate use of internet – extracting relevant info, refining, presenting
- ❖ Using data handling packages to create charts, graphs, presentations, databases
- ❖ Communicating and share ideas – email, blogging, MLE – including e-safety
- ❖ Create folders, save work, trouble-shooting
- ❖ Structures – packaging
- ❖ Textiles – sewing, weaving, designing
- ❖ Mechanical control and mechanisms

Year 4 – Content for Learning

Maths, Economics and Enterprise

- ❖ Maths – see separate document – Number; Shape, Space and Measure; Data handling; Problem-solving
- ❖ Forms of money – cash, credit/debit cards, cheque, internet
- ❖ Global trade – fairtrade issues
- ❖ Understanding how we get money for work
- ❖ Recognise household expenses/financial commitments and keeping money safe
- ❖ Think about budgeting, insurance, savings
- ❖ Balance wants and needs, prioritising spending
- ❖ Donating to charity
- ❖ Compare standards of living and cost of living in different places – international aid and charities

Communication, Languages and Literacy

Include all non-fiction with at least 1 poetry and 2 fiction

- ❖ Non-fiction (report, recount, explanation, instruction, persuasive/point of view, argument/debate/discussion)
- ❖ Poetry (creating images, exploring form)
- ❖ Fiction (stories in imaginary worlds, stories with historical settings, stories from other cultures, stories that raise issues, plays)
- ❖ SPaG - spelling, punctuation, vocabulary, handwriting and grammar
- ❖ Speaking, listening and responding
- ❖ Understanding and interpreting texts
- ❖ Modern foreign languages

Creative and Expressive Arts

- ❖ Drawing and sculpture
- ❖ Painting
- ❖ Drawing, IT and print
- ❖ Printing and design
- ❖ Responding to art
- ❖ Music – Performing (song singing, playing instruments, music literacy)
- ❖ Music – Composing (improvising and creating, talking about and recording compositions)
- ❖ Music - Listening and Responding (exploring sounds, range of genres and responses)
- ❖ Exploring and making drama (belief and tension)
- ❖ Developing range of drama skills
- ❖ Reflecting on drama
- ❖ Dance – acquiring and developing skills
- ❖ Dance – selecting and applying skills
- ❖ Dance - fitness and health

Historical, Global, Social and Spiritual Understanding

- ❖ Actions to change and improve environment – energy, water, traffic, buildings
- ❖ Explore human/physical geography of a contrasting European country; way of living; migration
- ❖ Wider fieldwork, compass, grid references
- ❖ Locational geography –European countries/cities
- ❖ Christianity, Buddhism, Judaism – beliefs, teachings, worship, pilgrimage, sacred places, life and death, symbols, inspirational people
- ❖ Timelines, dates, periods of time, BC, AD
- ❖ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. Tudors or Normans
- ❖ Invaders and settlers – Romans, Vikings and Anglo-Saxons – overview or an in-depth study.

Physical wellbeing, health and lifestyles

- ❖ Fitness and health – stamina, flexibility
- ❖ Games – building ball skills, marking and defending, ball control, invasion games
- ❖ Gymnastics – use floor, mat and apparatus to perform sequences of actions and positions
- ❖ Athletics – team events, relays, javelin, discus
- ❖ Swimming – water safety, 3 basic strokes
- ❖ Personal and social – friendships, caring about others, feelings, positive self-image, empathy
- ❖ Refugees – human rights, justice, newcomers
- ❖ Drug Education – medicines, smoking, alcohol, peer pressure
- ❖ Keeping safe at home, fire safety, emergency services, road safety, stranger danger
- ❖ E-safety, being safe online, cyber bullying
- ❖ Learn about food, cultural/celebration aspects, healthy/balanced diet, basic cooking skills, where food comes from – UK and nonUK, climate

Scientific and Technological Understandings

- ❖ Classifying living things, digestive system
- ❖ Looking after our teeth, food chains
- ❖ Materials – temperatures, solid/liquid/gas, melting/dissolving; water cycle – evaporation and condensation
- ❖ Sound – vibrations, patterns, pitch
- ❖ Electrical circuits
- ❖ Refine internet searching skills, e-safety
- ❖ Cyber-bullying
- ❖ Multimedia presentations, including text, images, sound, video, hyperlinks
- ❖ Stop-frame animation
- ❖ Basic computer programming
- ❖ Structures – strengthening frameworks
- ❖ Textiles – making a fabric bag
- ❖ Mechanical control and mechanisms

Year 5 – Content for Learning

Maths, Economics and Enterprise

- ❖ Maths – see separate document – Number; Shape, Space and Measure; Data handling; Problem-solving
- ❖ Investigate and compare internet and mail order shopping
- ❖ Explore concept of credit, repayments
- ❖ Global trade, e.g. chocolate trade line
- ❖ Tax and pensions
- ❖ Household expenses – rent, utility bills, credit cards, insurance
- ❖ Official financial records, bank statements, receipts, accounts
- ❖ Plan for budgeting, keeping records
- ❖ Principles of risk, probability, insurance
- ❖ Savings, interest rates and financial organisations
- ❖ Debts, best buys, good value]
- ❖ Ethical considerations in finance - charity

Communication, Languages and Literacy

Include all non-fiction with at least 1 poetry and 2 fiction

- ❖ Non-fiction (report, recount, explanation, instruction, persuasive/point of view, argument/debate/discussion)
- ❖ Poetry (poetic style, classic narrative poetry, choral and performance)
- ❖ Fiction (novels and stories by significant authors, traditional stories, fables, myths and legends, stories from other cultures, film narrative, older literature, dramatic conventions)
- ❖ SPaG - spelling, punctuation, vocabulary, handwriting and grammar
- ❖ Speaking, listening and responding
- ❖ Understanding and interpreting texts
- ❖ Modern foreign languages

Creative and Expressive Arts

- ❖ Drawing and sculpture
- ❖ Painting
- ❖ Drawing, IT and print
- ❖ Printing and design
- ❖ Responding to art
- ❖ Music – Performing (song singing, playing instruments, music literacy)
- ❖ Music – Composing (improvising and creating, talking about and recording compositions)
- ❖ Music - Listening and Responding (exploring sounds, range of genres and responses)
- ❖ Exploring and making drama (belief and tension)
- ❖ Developing range of drama skills
- ❖ Reflecting on drama
- ❖ Dance – acquiring and developing skills
- ❖ Dance – selecting and applying skills
- ❖ Dance - fitness and health
- ❖ Dance – evaluating and improving

Historical, Global, Social and Spiritual Understanding

- ❖ Sustainability – identifying and addressing local issues – transport, energy, housing, etc.
- ❖ Climate, weather, erosion, water cycle, climate change, pollution and global warming
- ❖ Atlases, globes, maps, compass bearing, contour lines, symbols, grid references
- ❖ Features and locations on world scale
- ❖ Hinduism, Islam, Sikhism – beliefs and concepts, ethics, morality, rights and responsibilities, global issues, social justice
- ❖ Ancient Greece, a study of the way of life, beliefs and achievements – arts, architecture, education, language, medicine, health, games, Olympics, theatre, ships, soldiers, gods, myths, legends
- ❖ A non-European society that provides contrasts with British history e.g. Mayan or Benin c. 900 AD

Physical wellbeing, health and lifestyles

- ❖ Fitness and health – importance, how to improve
- ❖ Games – rules and skills – tag rugby, hockey, basketball, cricket, tennis, football, volleyball
- ❖ Gymnastics – complex actions, control, coordination, balances, sequences
- ❖ Athletics – pace, targets, speed, technique
- ❖ Outdoor and adventure activities
- ❖ Personal and social – prejudice, diversity, bullying, homophobia, media, self-image
- ❖ Citizenship: rules, laws, conflict, compromise, UN
- ❖ Relationships – puberty, reproduction, sexual health, danger of drugs, alcohol, peer pressure
- ❖ Crime, risky situations, strangers, travel
- ❖ E-safety, social networking, phones, bullying
- ❖ Recipes, ingredients, bread, culture/customs, religion, cooking techniques, packaging, food hygiene, digestion, nutrients, processing.

Scientific and Technological Understandings

- ❖ Life processes/cycles, plant/animal reproduction
- ❖ Properties of materials
- ❖ Solids, liquids and gases; changes of state
- ❖ Planets, sun, moon, day and night, force of gravity
- ❖ Referencing and effective, reliable use of internet searches
- ❖ Create tables and databases to analyse data
- ❖ Choose medium for sharing, playing and collaborating online; cyber bullying, e-safety
- ❖ Using advanced tools in word/presentation
- ❖ Significant innovations and inventions
- ❖ Structures – Kites
- ❖ Textiles – 3D product – fabric/pattern
- ❖ Mechanical control – moving toys, Lego

Year 6 – Content for Learning

Maths, Economics and Enterprise

- ❖ Maths – Lewisham Framework – Number; Shape, Space and Measure; Data handling; Problem-solving
- ❖ Investigate and compare internet and mail order shopping
- ❖ Explore concept of credit, repayments
- ❖ Global trade, e.g. chocolate trade line
- ❖ Tax and pensions
- ❖ Household expenses – rent, utility bills, credit cards, insurance
- ❖ Official financial records, bank statements, receipts, accounts
- ❖ Plan for budgeting, keeping records
- ❖ Principles of risk, probability, insurance
- ❖ Savings, interest rates and financial organisations
- ❖ Debts, best buys, good value]
- ❖ Ethical considerations in finance - charity

Communication, Languages and Literacy

Include all non-fiction with at least 1 poetry and fiction as follows:

- ❖ Non-fiction (reading and writing non-fiction, all 6 areas, including biography and autobiography, formal and impersonal writing)
- ❖ Poetry (reading and writing poetry – revision, the power of imagery, finding a voice)
- ❖ Fiction (reading and writing narrative including extended narrative, authors and texts, short stories with flashbacks)
- ❖ SPaG - spelling, punctuation, vocabulary, handwriting and grammar
- ❖ Speaking, listening and responding
- ❖ Understanding and interpreting texts
- ❖ Modern foreign languages

Creative and Expressive Arts

- ❖ Drawing and sculpture
- ❖ Painting
- ❖ Drawing, IT and print
- ❖ Printing and design
- ❖ Responding to art
- ❖ Music – Performing (song singing, playing instruments, music literacy)
- ❖ Music – Composing (improvising and creating, talking about and recording compositions)
- ❖ Music - Listening and Responding (exploring sounds, range of genres and responses)
- ❖ Exploring and making drama (belief and tension)
- ❖ Developing range of drama skills
- ❖ Reflecting on drama
- ❖ Dance – acquiring and developing skills
- ❖ Dance – selecting and applying skills
- ❖ Dance - fitness and health
- ❖ Dance – evaluating and improving

Historical, Global, Social and Spiritual Understanding

- ❖ Sustainability – identifying and addressing local issues – transport, energy, housing, etc.
- ❖ Climate, weather, erosion, water cycle, climate change, pollution and global warming
- ❖ Atlases, globes, maps, compass bearing, contour lines, symbols, grid references
- ❖ Features and locations on world scale
- ❖ Christianity, Buddhism, Judaism – beliefs and concepts, ethics, morality, rights and responsibilities, global issues, social justice
- ❖ A local history study investigating how an aspect in the local area has changed since 1930 e.g. The Second World War
- ❖ The life and influence of a famous person or invention – an independent study chosen by the child

Physical wellbeing, health and lifestyles

- ❖ Fitness and health – importance, how to improve
- ❖ Games – rules and skills – tag rugby, hockey, basketball, cricket, tennis, football, volleyball
- ❖ Gymnastics – complex actions, control, coordination, balances, sequences
- ❖ Athletics – pace, targets, speed, technique
- ❖ Outdoor and adventure activities
- ❖ Personal and social – prejudice, diversity, bullying, homophobia, media, self-image
- ❖ Citizenship: rules, laws, conflict, compromise, UN
- ❖ Relationships – puberty, reproduction, sexual health, danger of drugs, alcohol, peer pressure
- ❖ Transition to secondary school
- ❖ Crime, risky situations, strangers, travel
- ❖ E-safety, social networking, phones, bullying
- ❖ Recipes, ingredients, bread, culture/customs, religion, cooking techniques, packaging, food hygiene, digestion, nutrients, processing.

Scientific and Technological Understandings

- ❖ Plants, animals and micro-organisms
- ❖ Circulatory system, diet, exercise, drugs, lifestyle
- ❖ Materials: dissolving, evaporation, reversible and irreversible changes
- ❖ Light –how we see, reflecting, shadows, circuits
- ❖ Evolution and heritance – changes, environments, adaptation
- ❖ Appropriate use of internet, e-safety
- ❖ Choose medium for sharing, playing and collaborating online
- ❖ Using advanced tools in word/presentation, combining text, images, sound and video
- ❖ Creating films and animations
- ❖ Benefits of technology, influence on society
- ❖ Structures – shelters
- ❖ Textiles – create/design fabric product
- ❖ Mechanical and electrical control: fairground ride

MATHS, ECONOMICS AND ENTERPRISE

MATHS

We follow the national Maths Curriculum – see separate document

ECONOMICS and ENTERPRISE

This curriculum is to be taught in addition to the learning about money in the maths curriculum.
The aim is for the economics learning intentions below to be achieved through enterprise projects (one per year).

EARLY

What money is and the exchange of money

- ❖ Recognise the coins and notes that we use.
- ❖ Understand that different countries use different coins and notes. Pick out foreign coins from a selection and discuss them.
- ❖ Understand the exchange of coins and notes (and other forms – cards / vouchers) for goods e.g. exchange goods for coins in a role-play situation, such as a class shop.

Where money comes from

- ❖ Recognise that there are regular and unpredictable sources of money e.g. discuss where money might come from such as earnings (e.g. from enterprise project) and pocket money.

Where money goes

- ❖ Be able to talk about things that they may want to spend their money on e.g. discuss how the class might spend £50 on

MIDDLE

What money is and the exchange of money

- ❖ Know about forms of money other than cash (credit and debit cards, cheque, vouchers, payment by phone and internet) and how the payments are made.
- ❖ Begin to develop understanding of how global trade works and some of the consequences (e.g. Fair Trade).

Where money comes from

- ❖ Understand how we get money for work / earnings.
- ❖ Understand that we may get money when there is insufficient or no work through benefit payments.

Where money goes

- ❖ Recognise household expenses and regular financial commitments.

LATER

What money is and the exchange of money

- ❖ Investigate and compare Internet and mail order shopping.
- ❖ Begin to understand the concept of credit e.g. investigate different credit deals available. Calculate and compare the repayments using simplified examples.
- ❖ Further develop understanding of how global trade works (e.g. understanding of the chocolate trade line and incomes of each group).

Where money comes from

- ❖ Understand that we need money in retirement through pensions, how this is paid for, when this happens and why.

Where money goes

- ❖ Recognise and discuss the variety of household expenses e.g. rent, utility bills, credit card bills, insurance etc.

resources.

- ❖ Recognise that adults also have to spend money on familiar things like household bills and food bills etc.

Looking after money

- ❖ Know how we can keep money safe, either by giving it to a responsible adult or locking it away.
- ❖ Begin to understand the importance of keeping financial records e.g. organise a role-play bank.

Spending money and budgeting

- ❖ Know that we have to pay for what we buy.
- ❖ Be able to consider possible ways of spending money, considering wants and needs.

Basic risk and return

- ❖ Understand the consequences of losing money or having it stolen e.g. discuss if we lose something that it needs replacing.

Looking after money

- ❖ Understand keeping money safe by putting it into an account (giving it to a bank, building society, or post office to look after).
- ❖ Understand the importance of keeping financial records. How would you know if you lost some money?

Spending money and budgeting

- ❖ Understand that we may need to save if there isn't enough money for everything we want to or have to buy.
- ❖ Understand that moneyboxes are not the only way to save money.
- ❖ Begin to understand how to use budgets to plan spending. Have basic understanding of the terms 'budget', 'expenditure', 'income' and 'profit'.

Basic risk and return

- ❖ Begin to understand the concept of insurance – e.g. is it worth ensuring your house against alien attack / against storm damage or theft?
- ❖ Understand that we may make money from money by saving.
- ❖ Know some of the services provided by financial organisations (e.g. savings accounts, loans, mortgages).

- ❖ Begin to understand why money, such as tax and pension contributions, is deducted from earnings e.g. discuss how money deducted as tax is used to pay for things like schools.

Looking after money

- ❖ Know about some official financial records. Compare bank statements, till receipts, credit cards etc.
- ❖ Develop methods (including ICT) for recording accounts (income, spending).

Spending money and budgeting

- ❖ Be able to make a plan for budgeting a sum of money for the class.
- ❖ Develop methods for keeping records of budgets, spending (including interest on any borrowed money), income, expenditure and profit.

Basic risk and return

- ❖ Develop understanding of the principles of probability and insurance – weighing up likelihoods of risks.
- ❖ Develop understanding of savings, e.g. research and compare different ways of saving money, including ease of access and interest rates.
- ❖ Know that interest rates for both savings and borrowing may change and that they have implications on finances.
- ❖ Further develop knowledge and understanding of services provided by financial organisations (e.g. including borrowing, linked to interest).

Making personal life choices

- ❖ Choose how to spend money e.g. pocket money / class raised money.
- ❖ Begin to talk about the value of money e.g. discuss whether, or in what circumstances, £5 is a lot of money.
- ❖ Begin to be able to talk about how spending money and our satisfaction from the purchase may vary e.g. discuss children's choices in the context of 'Would you rather...?' By John Burningham. Link to wants and needs.

Implications on finance

- ❖ Begin to understand that there are consequences to having more or less money e.g. what happens if you have no money for sweets? Or for the bus home? Or if the school has no money? Link to wants and needs.
- ❖ Begin to understand that people have different standards of living in different countries e.g. find out about different incomes and prices in different countries.

Making personal life choices

- ❖ Decide how to spend money, real or imagined – e.g. what would you do if you were given £10? £100? £1,000? £10,000?
- ❖ Balance needs and wants, and prioritise spending of a limited budget (e.g. through discussion of a related book).
- ❖ Be able to assess best buys in a variety of circumstances e.g. Are the most expensive trainers always worth it?
- ❖ Know that controlling a budget may include saving money for future wants and needs.
- ❖ Know that donations to charity might be included in spending.

Implications on finance

- ❖ Understand that standards of living vary across time and place e.g. compare earnings and prices nowadays with another period of history.
- ❖ Discuss why a particular country / charity is appealing for international aid – what do they want? How could we help?

Making personal life choices

- ❖ Understand the difference between 'good' debt (planned and manageable) and 'bad' debt (unplanned and unmanageable) e.g. investigate mobile phone charges – on which deal would you find it easiest to manage your spending?
- ❖ Continue to assess best buys in a range of circumstances e.g. is the biggest box always the best value? Comparing 'Buy one, get one free', '3 for the price of 2', half-price etc.
- ❖ Discuss how spending money and our satisfaction from the purchase can vary, looking at: how long things last; how well they perform; how long we are still interested in them e.g. compare monetary and personal value of crazes (Pokémon, Yo-Yos etc.) and e.g. trousers.

Implications on finance

- ❖ Understand that there is an ethical dimension to financial decisions, e.g. discuss the environmental implications of different products. Is it worth paying more for a product that does less environmental damage? Consider the situations when donations to charity are needed and made.

COMMUNICATION, LANGUAGES AND LITERACY

LITERACY - NON-FICTION

EARLY

Speaking

- ❖ Describe incidents from their own experience in an audible voice
- ❖ Speak with clarity and use appropriate intonation when reading texts aloud
- ❖ Explain ideas and processes using appropriate and adventurous vocabulary
- ❖ Develop understanding through predicting, imagining and exploring ideas

Listening and responding

- ❖ Listen with sustained concentration, building new stores of words in different contexts
- ❖ Listen to and follow instructions accurately
- ❖ Listen to others in class, ask relevant questions and follow instructions
- ❖ Listen to an adult and remember some specific points and identify what they've learned

MIDDLE

Speaking

- ❖ Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively
- ❖ Build on vocabulary in order to give detailed explanations
- ❖ Tell stories effectively and convey detailed information coherently for listeners with an increasing command of standard English
- ❖ Respond appropriately to the contributions of others in light of differing viewpoints
- ❖ Develop understanding through speculating, hypothesising, imagining and exploring ideas

Listening and responding

- ❖ Identify the presentational features used to communicate the main points in a broadcast
- ❖ Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus
- ❖ Listening to a speaker, make notes on the talk and use notes to develop a role-play
- ❖ Identify how talk varies with age, familiarity, gender and purpose
- ❖ Compare the different contributions of music, words and images in short extracts from TV programmes

LATER

Speaking

- ❖ Use and explore different question types and different ways words are used, including in formal and informal contexts
- ❖ Use the techniques of dialogic talk to explore ideas, topics or issues
- ❖ Use a range of oral techniques to present persuasive arguments and engaging narratives
- ❖ Participate in whole-class debate using the conventions and language of debate, including standard English
- ❖ Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language
- ❖ Continue to develop understanding through speculating, hypothesising, imagining and exploring ideas

Listening and responding

- ❖ Identify some aspects of talk which vary between formal and informal occasions
- ❖ Identify different question types and evaluate their impact on the audience
- ❖ Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose
- ❖ Analyse and evaluate how speakers present points effectively through use of language and gesture
- ❖ Listen for language variation in formal and informal contexts

Group Discussion and interaction

- ❖ Take turns to speak, listen to other's suggestions and talk about what they are going to do
- ❖ Ask and answer questions, make relevant contributions, offer suggestions and take turns
- ❖ Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement

Drama

- ❖ Explore appropriate themes through improvisation and role play

Comprehension, understanding and interpreting texts

- ❖ Identify the main events and characters in stories, and find specific information in simple texts
- ❖ Explore the effect of patterns of language and repeated words and phrases
- ❖ Draw together ideas and information from across a whole text, using simple signposts in the text
- ❖ Explain organizational features of a text including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points

Group discussion and interaction

- ❖ Use talk to organise roles and action
- ❖ Actively include and respond to all members of the group
- ❖ Take different roles in groups and use the language appropriate to them, including roles of leader, reporter, scribe and mentor

Drama

- ❖ Create roles showing how behaviour can be interpreted from different viewpoints

Comprehension, understanding and interpreting texts

- ❖ Identify and make notes of the main points of section(s) of text
- ❖ Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen
- ❖ Identify and summarise evidence from a text to support a hypotheses
- ❖ Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in nonfiction texts
- ❖ Use knowledge of different organisational

- ❖ Identify the ways spoken language varies according to differences in the context and purpose of its use
- ❖ Analyse the use of persuasive language

Group discussion and interaction

- ❖ Plan and manage a group task over time using different levels of planning
- ❖ Understand different ways to take the lead and support others in groups
- ❖ Understand the process of decision making
- ❖ Understand and use a variety of ways to criticise constructively and respond to criticism

Drama

- ❖ Reflect on how working in role helps to explore complex issues
- ❖ Devise a performance considering how to adapt the performance for a specific audience
- ❖ Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires

Comprehension, understanding and interpreting texts

- ❖ Compare different types of narrative and information texts and identify how they are structured
- ❖ Make notes on and use evidence from across a text to explain events or ideas
- ❖ Appraise a text quickly, deciding on its value, quality or usefulness
- ❖ Understand how writers use different structures to create coherence and impact
- ❖ Recognise rhetorical devices used to argue, persuade, mislead and sway the reader

- ❖ Give some reasons why things happen

features of texts to find information effectively

- ❖ Explain how writers use figurative and expressive language to create images and atmosphere
- ❖ Retrieve and record information from non-fiction texts

- ❖ Understand underlying themes, causes and points
- ❖ Make notes on and use evidence from across a text to explain events or ideas
- ❖ Infer writers' perspectives from what is written and from what is implied
- ❖ Explore how writers use language for comic and dramatic effects

Engaging with and responding to texts

- ❖ Distinguish fiction and non-fiction texts and the different purposes for reading them
- ❖ Explain their reactions to texts, commenting on important aspects
- ❖ Link what they have read to their own experiences
- ❖ Be introduced to non-fiction texts that are structured in different ways

Engaging with and responding to texts

- ❖ Identify features that writers use to provoke readers' reactions
- ❖ Interrogate texts to deepen and clarify understanding and response
- ❖ Read extensively favourite authors or genres and experiment with other types of text

Engaging with and responding to texts

- ❖ Compare the usefulness of techniques, such as visualisation, prediction, empathy, in exploring the meaning of texts
- ❖ Reflect on reading habits and preferences and plan personal reading goals
- ❖ Read extensively and discuss personal reading with others, including in reading groups
- ❖ Compare how writers from different times and places present experiences and use language
- ❖ Sustain engagement with longer texts, using different techniques to make text come alive
- ❖ Sustain engagement with longer texts, using different techniques to make the text come alive
- ❖ Compare how a common theme is presented in poetry, prose and other media

Composition

- ❖ Independently choose what to write about, plan and follow it through
- ❖ Orally rehearse sentences before writing
- ❖ Convey information and ideas in simple non-narrative forms
- ❖ Create short simple texts on paper and on screen that combine words with images and sounds
- ❖ Reread sentences to ensure that they make

Composition

- ❖ Compose and rehearse sentences orally, including dialogue
- ❖ Write non-narrative texts using structures of different text-types
- ❖ Select and use a range of technical and descriptive vocabulary (Appendix 2)
- ❖ Use layout, format, graphics and illustrations for different purposes
- ❖ Make decisions about form and purpose,

Composition

- ❖ Identify the audience for and purpose of the writing
- ❖ Note and develop initial ideas drawing on reading and research where necessary
- ❖ Reflect independently and critically on own writing and edit and improve it
- ❖ Adapt non-narrative forms and styles to write fiction or factual texts, including poems
- ❖ Vary pace and develop viewpoint through the

sense

- ❖ Read their own learning to an audience, clearly enough to be heard
- ❖ Select from different presentational features to suit particular writing purposes on paper and on screen
- ❖ Draw on knowledge and experience of texts in deciding on and planning what to write
- ❖ Maintain consistency in non-narrative, including purpose and tense.
- ❖ Make additions, revisions and corrections to their own writing in response to their own evaluations and those of others
- ❖ Read their writing aloud with appropriate clarity and intonation

Text structure and organisation

- ❖ Write chronological and non-chronological texts using simple structures
- ❖ Group written sentences together in chunks of meaning or subject&
- ❖ Use appropriate language to make sections hang together
- ❖ Use planning to establish clear sections for writing

identify success criteria and use them to evaluate their writing

- ❖ Develop and refine ideas in writing using planning and problem-solving strategies
- ❖ Use settings and characterisation to engage reader's interest
- ❖ Show imagination through language used to create emphasis, humour, atmosphere or suspense
- ❖ Choose and combine words, images and other features for particular effects
- ❖ Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts
- ❖ Assess the effectiveness of their own and others writing and suggest improvements
- ❖ Propose changes to grammar and vocabulary to improve consistency
- ❖ Read their writing aloud with appropriate clarity, intonation and volume

Text structure and organisation

- ❖ Signal sequence, place and time to give coherence
- ❖ Group related material into paragraphs
- ❖ Organise texts into paragraphs to distinguish between different information, events or processes
- ❖ Use adverbs and conjunctions to establish cohesion within paragraphs

use of direct and reported speech, portrayal of action and selection of detail

- ❖ Create multi-layered texts, including the use of hyperlinks, linked with web pages
- ❖ Assess the effectiveness of their own and other's writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ❖ Perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear
- ❖ In non-narrative, establish, balance and maintain viewpoints
- ❖ Select words and language drawing on their knowledge of literary features and formal and informal writing. Understand how this enhances the meaning of the text.
- ❖ Set their own challenges to extend achievement and experience in writing
- ❖ Use different narrative techniques to engage and entertain the reader
- ❖ Integrate words, images and sounds imaginatively for different purposes
- ❖ Use different narrative techniques to engage and entertain the reader
- ❖ Learn to summarize longer passages

Text structure and organisation

- ❖ Experiment with the order of sections and paragraphs to achieve different effects
- ❖ Change the order of material within a paragraph, moving the topic sentence
- ❖ Use varied structures to shape and organise texts coherently
- ❖ Use paragraphs to achieve pace and emphasis
- ❖ Set their own challenges to extend achievement and experience in writing
- ❖ Use different narrative techniques to engage

- and entertain the reader
- ❖ Select words and language drawing on their knowledge of literary features and formal and informal writing
- ❖ Integrate words, images and sounds imaginatively for different purposes

COMMUNICATION, LANGUAGES AND LITERACY

LITERACY – FICTION AND POETRY

EARLY

Speaking

- ❖ Tell stories, express feelings and describe incidents from their own experience in a clear voice
- ❖ Retell stories and order events using story language
- ❖ Read texts aloud and interpret them using some variety in pace and emphasis
- ❖ Tell stories and listen to a range of texts including stories, traditional tales as well as stories from other cultures and traditions
- ❖ Learn to recite some poems by heart
- ❖ Tell real and imagined stories using familiar story language
- ❖ Discuss and clarify the meaning of words, linking new meaning to known vocabulary

Listening and responding

- ❖ Listen with sustained concentration and build up new banks of words in different contexts
- ❖ Join in with predictable phrases
- ❖ Use Visual Literacy as a stimulus to express views about how a story or information has

MIDDLE

Speaking

- ❖ Sustain conversation, explain or give reasons for their views or choices
- ❖ Increased familiarity of a wide range of texts including myths and legends, retelling some of these orally
- ❖ Preparing poems and play-scripts to read aloud and perform; showing an understanding through tone, intonation, volume and action
- ❖ Tell stories effectively and convey detailed information coherently for listeners

Listening and responding

- ❖ Follow up others' points and show whether they agree or disagree in whole-class discussion
- ❖ Compare the different contributions of music, words and images in short extracts from TV

LATER

Speaking

- ❖ Tell a story using notes designed to cue techniques, such as repetition, recap, humour
- ❖ Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language
- ❖ Use the techniques of dialogic talk to explore ideas, topics or issues
- ❖ Use a range of oral techniques to present persuasive arguments and engaging narratives including expressing feelings
- ❖ Participate in whole-class debate using the conventions and language of debate, including Standard English

Listening and responding

- ❖ Identify different question types and evaluate their impact on the audience
- ❖ Identify some aspects of talk that vary between formal and informal occasions
- ❖ Make notes when listening for a sustained

been presented

- ❖ Respond to presentations by describing characters, repeating some highlights and commenting constructively
- ❖ Listen to others in class, ask relevant questions and follow instructions

Group Discussion and Interaction

- ❖ Ask and answer questions, make relevant contributions, offer suggestions and take turns
- ❖ Take turns to speak, listen to each others' suggestions and talk about what they are going to do
- ❖ Explain their views within a small group, decide how to report the group's views to the class
- ❖ Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on
- ❖ Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement

Drama

- ❖ Use improvisation and role-play to explore familiar themes and characters
- ❖ Act out their own and well-known stories, using voices for characters
- ❖ Present part of traditional stories, their own stories or work from different parts of the curriculum for members of their own class
- ❖ Adopt appropriate roles in small or large groups and consider alternative courses of action
- ❖ Consider how mood and atmosphere are created in live or recorded performance and performance poetry

programmes

Group discussion and interaction

- ❖ Use talk to organise roles and actions
- ❖ Actively include and respond to all members of the group
- ❖ Use the language of possibility to investigate and reflect on feelings, behaviour or relationships
- ❖ Listening to and discussing a wide range of text types, including poetry

Drama

- ❖ Use some drama strategies to explore stories or issues
- ❖ Create roles showing how behaviour can be interpreted from different viewpoints

period and discuss how note-taking varies depending on context and purpose

- ❖ Analyse and evaluate how speakers present points effectively through use of language and gesture

Group discussion and interaction

- ❖ Plan and manage a group task over time using different levels of planning
- ❖ Understand different ways to take the lead and support others in groups
- ❖ Understand the process of decision making
- ❖ Understand and use a variety of ways to criticise constructively and respond to criticism

Drama

- ❖ Reflect on how working in role helps to explore complex issues
- ❖ Perform a scripted scene making use of dramatic conventions
- ❖ Use and recognise the impact of theatrical effects in drama
- ❖ Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires
- ❖ Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension

Comprehension: understanding and interpreting texts

- ❖ Identify the main events and characters in stories, and find specific information in simple texts
- ❖ Make predictions and inferences about ideas, events and characters based on what has been said or done
- ❖ Explore the effect of patterns of language and repeated words and phrases
- ❖ Recognise the main elements that shape different texts
- ❖ Check for sense and self-correct inaccuracies using syntax, contexts, pictures and phonic knowledge
- ❖ Draw together ideas and information from across a whole text, using simple signposts
- ❖ Give some reasons why things happen and or characters change drawing on their own experiences
- ❖ Explore how particular words are used in poetry, including words and expressions with similar meanings

Engaging with and responding to texts

- ❖ Select books for personal reading and give reasons for choices
- ❖ Visualise and comment on events, characters and ideas, making imaginative links to own experiences
- ❖ Engage with books through exploring and enacting interpretations
- ❖ Explain reactions to texts, commenting on important aspects
- ❖ Discuss favourite words and phrases

Comprehension: understanding and interpreting texts

- ❖ Explore how different texts appeal to readers using varied sentence structures and descriptive language
- ❖ Infer characters' feelings in fiction and consequences in logical explanations
- ❖ Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts
- ❖ Explain how writers use figurative and expressive language to create images and atmosphere
- ❖ Recognising different forms of poetry e.g. free verse and narrative poetry

Engaging with and responding to texts

- ❖ Share and compare reasons for reading preferences, extending the range of books read
- ❖ Identify features that writers use to provoke readers' reactions
- ❖ Empathise with characters and debate moral dilemmas portrayed in texts
- ❖ Interrogate texts to deepen and clarify understanding and response
- ❖ Read extensively favourite authors or genres and experiment with other types of text
- ❖ Explore how and why writers write, including through face-to-face and online contact

Comprehension: understanding and interpreting texts

- ❖ Infer writers' perspectives from what is written and what is implied
- ❖ Compare different types of narrative and information texts and identify how they are structured
- ❖ Explore how writers use language for comic and dramatic effects
- ❖ Make notes on and use evidence from across a text to explain events or ideas
- ❖ Understand underlying themes, causes and points of view
- ❖ Understand how writers use different structures to create coherence and impact

Engaging with and responding to texts

- ❖ Reflect on reading habits and preferences and plan personal reading goals
- ❖ Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts
- ❖ Compare how a common theme is presented in poetry, prose and other media
- ❖ Compare how writers from different times and places present experiences and use language
- ❖ Sustain engagement with longer texts, using different techniques to make the text come alive
- ❖ Read extensively and discuss personal reading with others, including in reading groups

Composition

- ❖ Independently choose what to write about, plan and follow it through
- ❖ Orally rehearse sentences before writing
- ❖ Use key features of narrative in writing
- ❖ Create short simple texts on paper and using ICT that combine words with images/sounds
- ❖ Reread sentences to make sure they make sense
- ❖ Read their own learning to an audience, clearly enough to be heard
- ❖ Find and use new and interesting words and phrases, including story language
- ❖ Draw on knowledge and experience of texts in deciding and planning what and how to write
- ❖ Select from different presentational features to suit particular writing purposes on paper and using ICT
- ❖ Sustain form in narrative, including use of person and time
- ❖ Make adventurous word and language choices appropriate to style and purpose of the text
- ❖ Make additions, revisions and corrections to their own writing in response to their own evaluations and those of others
- ❖ Read their writing aloud with appropriate clarity and intonation

Text structure and organisation

- ❖ Write chronological and non-chronological texts using simple structures
- ❖ Group written sentences together in chunks of meaning or subject
- ❖ Use planning to establish clear sections for writing
- ❖ Use appropriate language to make sections hang together

Composition

- ❖ Compose and rehearse sentences orally before writing
- ❖ Select and use a range of technical and descriptive vocabulary
- ❖ Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved
- ❖ Make decisions about form and purpose; identify success criteria and use them to evaluate their own writing and suggest improvements
- ❖ Use layout, format, graphics and illustrations for different purposes
- ❖ Develop and refine ideas in writing using planning and problem-solving strategies
- ❖ Use settings and characterisation to engage reader's interest
- ❖ Show imagination through language used to create emphasis, humour, atmosphere or suspense
- ❖ Choose and combine words, images and other features for particular effects
- ❖ Read their writing aloud with appropriate clarity, intonation and volume

Text structure and organisation

- ❖ Signal sequence, place and time to give coherence
- ❖ Group related material into paragraphs
- ❖ Organise texts into paragraphs to distinguish between different information, events or processes
- ❖ Use adverbs and conjunctions to establish cohesion within paragraphs

Composition

- ❖ Identify the audience for and purpose of the writing
- ❖ Note and develop initial ideas drawing on reading and research where necessary
- ❖ Experiment with different narrative forms and styles to write their own stories
- ❖ Adapt non-narrative forms and styles to write fiction or factual texts, including poems
- ❖ Use different narrative techniques to engage and entertain the reader
- ❖ Select words and language drawing on their knowledge of literacy features and formal and informal writing
- ❖ Set their own challenges to extend achievement and experience in writing
- ❖ Integrate words, images and sounds imaginatively for different purposes including dialogue to develop character and advance the action
- ❖ Assess the effectiveness of their own and others writing and suggest improvements. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ❖ Perform their own compositions using appropriate clarity, intonation and movement so that meaning is clear
- ❖ Learn to summarise longer passages

Text structure and organisation

- ❖ Experiment with the order of sections and paragraphs to achieve different effects
- ❖ Use varied structures to shape and organise texts coherently
- ❖ Use paragraphs to achieve pace and emphasis

COMMUNICATION, LANGUAGES AND LITERACY

LITERACY - ENCODING AND DECODING (READING, WRITING AND SPELLING)

EARLY

MIDDLE

LATER

English Appendix 1: Spelling

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English Appendix 1 - Spelling.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> ❖ Refer to Letters and Sounds Phases 2 – 5 ❖ Refer to Letters and Sounds Phase 6 ❖ Refer to NC English Appendix 1: Spelling work for Year 1 and 2 (see link above). | <ul style="list-style-type: none"> ❖ Refer to Letters and Sounds Phase 6 ❖ Refer to NC English Appendix 1: Spelling work for Year 3 and 4 (see link above). Children will learn to spell words on the Year 3 and 4 word lists. | <ul style="list-style-type: none"> ❖ Refer to NC English Appendix 1: Spelling work for Year 5 and 6 (see link above). Children will learn to spell words on the year 5 and 6 word lists. |
|---|--|---|

See Appendix 2 (NC): Vocabulary, Grammar and Punctuation

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244218/English Appendix 2 - Vocabulary grammar and punctuation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244218/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

Sentence Structure and Punctuation

- ❖ Compose and write simple sentences independently to communicate meaning
- ❖ Use capital letters and full stops when punctuating simple sentences
- ❖ Use question marks and use commas to separate items in a list.
- ❖ Write simple and compound sentences
- ❖ Begin to use subordination in relation to time and reason
- ❖ Compose sentences using tense consistently (present and past)
- ❖ Punctuation summary: . ? , (in a list)
- ❖ Write from memory, simple sentences dictated by the teacher using spelling and punctuation taught so far.

Sentence Structure and Punctuation

- ❖ Show relationships of time, reason and cause through subordination and connectives
- ❖ Compose sentences using adjectives, verbs and nouns for precision, clarity and impact
- ❖ Clarify meaning through the use of exclamation marks and speech marks
- ❖ Write from memory, simple sentences dictated by the teacher using spelling and punctuation taught so far.
- ❖ Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials)
- ❖ Use commas to mark clauses and the apostrophe for possession
- ❖ Punctuation summary:
- ❖ . ? , (in lists and to mark clauses) ! “ “

Sentence Structure and Punctuation

- ❖ Adapt sentence construction to different text-types, purposes and readers
- ❖ Punctuate sentences accurately, including the use of speech marks and apostrophes
- ❖ Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways
- ❖ Use punctuation to clarify meaning in complex sentences
- ❖ Punctuation summary: as previously plus ; : () - ...
- ❖ Write from memory, simple sentences dictated by the teacher using spelling and punctuation taught so far.

- ❖ ' (to show possession)

Presentation

- ❖ Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip.
- ❖ Write with spaces between words accurately.
- ❖ Use the space bar and keyboard to type name and simple text
- ❖ Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words.
- ❖ Form and use the four basic handwriting joins.
- ❖ Word process short narrative and non-narrative texts.
- ❖ Use ICT to present short narrative and non-narrative texts

Presentation

- ❖ Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins
- ❖ Develop accuracy and speed when using keyboard skills to type, edit and re-draft
- ❖ Write consistently with neat, legible and joined handwriting.
- ❖ Use word processing packages to present written work
- ❖ Use word processing packages to present written work and continue to increase speed and accuracy in typing

Presentation

- ❖ Adapt handwriting for specific purposes, for example printing, use of italic
- ❖ Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes
- ❖ Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style with flow and movement.
- ❖ Select from a wide range of ICT programs to present text effectively and communicate information and ideas

COMMUNICATION, LANGUAGES AND LITERACY

MODERN FOREIGN LANGUAGES

EARLY

Oracy

- ❖ Listen and respond to simple rhymes and songs
- ❖ Recognise and respond to specific sounds and words
- ❖ Listen attentively, repeating words and phrases
- ❖ Understand everyday classroom language, instructions and praise.

Literacy

- ❖ Recognise some familiar words in written form
- ❖ Experiment with writing simple, single words

Intercultural Understanding

- ❖ Be aware of the fact that different languages are spoken by children in each class across the school.
- ❖ Learn about festivals and celebrations

MIDDLE

Oracy

- ❖ Listen for specific words and phrases
- ❖ Ask and answer simple questions
- ❖ Identify specific sounds, words, rhymes and letters
- ❖ Understand and express simple opinions

Literacy

- ❖ Make links between some phonemes, rhymes and spellings
- ❖ Read aloud familiar words and pronounce them accurately
- ❖ Follow a short familiar text, listening and reading at the same time
- ❖ Write simple words and phrases, sometimes using a model
- ❖ Recognise patterns in simple sentences

Intercultural Understanding

- ❖ Learn about the different languages spoken by the children in the school, including their scripts and number systems.
- ❖ Learn about festivals and celebrations

LATER

Oracy

- ❖ Listen attentively and understand more complex phrases and sentences
- ❖ Prepare and practise a simple conversation on a familiar topic e.g. role play in a restaurant
- ❖ Understand the main points and simple opinions in a spoken story, song or passage.
- ❖ Use spoken language confidently for a range of audiences eg: cross age learning.
- ❖ Develop accuracy in pronunciation and intonation.
- ❖ Devise questions for authentic use

Literacy

- ❖ Make simple sentences and short texts
- ❖ Write words, phrases and short sentences using a reference or model
- ❖ Read and understand the main points and some detail from a short written passage
- ❖ Read short authentic texts for enjoyment
- ❖ Manipulate language by changing an element in a sentence
- ❖ Apply knowledge of rules when building sentences e.g. typical conventions of word order in the foreign language.

Intercultural Understanding

- ❖ Learn about the different languages spoken by the children in school and begin to identify the parts of the world where these languages are predominantly spoken.

- ❖ enjoyed by children and families in our school.
- ❖ Understand that there are different symbols, objects or products that represent different countries

associated with different faith traditions and cultural heritages of families in our local schools/ community.

- ❖ Compare different symbols, objects or products that represent different countries
- ❖ Identify some of the countries where the language is spoken

- ❖ Learn about festivals and celebrations associated with different faith traditions and cultural heritages in the wider and global community (and link with Unicef Rights of the Child)
- ❖ Recognise and compare different symbols, objects or products that represent different countries
- ❖ Recognise and understand similarities and differences between people and places
- ❖ Reflect on aspects of everyday life using empathy and imagination to understand other people's experiences

Knowledge about language

- ❖ Listen and look for words which are similar and different in other languages.
- ❖ Investigate and compare simple greetings in different languages.

Knowledge about language

- ❖ Listen and look for words which are similar and different in other languages; recognise that languages borrow words from other languages.
- ❖ Draw on knowledge of word classes, letters and letter strings to help understanding in a new language.
- ❖ Investigate and compare characteristics in different languages eg: word classes, structure and vocabulary.
- ❖ Begin to use simple dictionaries to explore new language.
- ❖ Be able to ask for clarification and help.
- ❖ Begin to understand how high frequency verbs are conjugated and that some languages have feminine, masculine and neuter forms.

Knowledge about language

- ❖ Listen and look for words which are similar and different in other languages; recognise that languages borrow words from other languages.
- ❖ Draw on knowledge of word classes, letters and letter strings to help understanding in a new language.
- ❖ Use knowledge of sentence structure when reading or creating a sentence in a new language.
- ❖ Investigate and compare characteristics in different languages eg: word classes, structure and vocabulary.
- ❖ Use dictionaries to expand knowledge and to support independent learning of a new language.
- ❖ Be aware of different strategies to overcome difficulties independently, eg: asking a teacher, peer support, dictionary and internet.
- ❖ Develop understanding of how high frequency verbs are conjugated and begin to know the gender of some common nouns.

CREATIVE AND EXPRESSIVE ARTS

VISUAL ARTS

The artistic elements (colour, line, shape, space, form, texture, pattern, tone) are the building blocks of visual arts. The learning objectives outlined below seek to develop children's awareness of and sensitivity to each of these elements. The elements are interrelated and children's understanding of these concepts will deepen over time. Each element is present in most artistic activity, but some lessons may focus on a single element. Children should develop an understanding of the creative process and know about great artists, craft makers, designers and architects

EARLY

Painting

(still life painting)

- ❖ Mix double primary system.
- ❖ Develop brush control, mix to desired consistency.
- ❖ Describe colours and shapes, name and match colours to found objects
- ❖ Describe paintings and express personal opinions
- ❖ Vocabulary: describe shape, size and texture- round, oval, design and plan, long, thick, thick, thin, rough, smooth etc.

Drawing and sculpture

(papier-mâché sculpture)

- ❖ Develop observational skills by linking to the tactile.
- ❖ Record and collect information, explore and develop ideas based on a stimulus.
- ❖ Develop construction skills (recycled materials?)
- ❖ Vocabulary: model, construct, sculpture,

MIDDLE

Painting and drawing

(recording observations – from locality, buildings)

- ❖ Use viewfinder to select area
- ❖ Awareness of the abstract developed from the realistic, analyse shape, pattern etc.
- ❖ Develop understanding of proportion in figure drawing, make colour notes
- ❖ Begin to develop understanding of 'layers' within artwork.
- ❖ Mix and match colours based on colour notes, explain decisions made and justify choices of medium, brush size etc.
- ❖ Vocabulary: composition, scale, tone, shade, foreground, mid-ground, background, design and plan
- ❖ Use sketchbooks to record and develop ideas

Drawing and sculpture

(artists from other cultures, mask making)

- ❖ Record from first hand observation
- ❖ Awareness of facial expression and proportion
- ❖ Collect visual information from a range of sources
- ❖ Use a range of construction and modelling techniques, begin to use clay
- ❖ Compare own work with that of others and

LATER

Drawing design *(developing visual literacy by*

examining how feelings and emotions are communicated by artists - portraiture)

- ❖ Continue to develop awareness of pattern, texture and shape
- ❖ Develop greater control when drawing
- ❖ Use secondary sources as well as first hand
- ❖ Record local colour, reflective colour and shadow in compositions through use of colour
- ❖ Consider the effect of light
- ❖ Examine spatial relationships in compositions, to be able to modify work over a period of time
- ❖ Vocabulary: describe, surface, textures

Drawing and Sculpture

(design and making artefacts from a non western culture –tile making)

- ❖ To select visual information about chosen topic and research independently
- ❖ Use sketchbooks to record, develop and adapt designs
- ❖ Develop observational work
- ❖ Use clay to create relief sculpture

paper laminate, form, solid, hollow

Printing and drawing

(expressing ideas and feelings, exploring the natural world through art)

- ❖ Develop observational skills
- ❖ Experiment with different media
- ❖ Explore shape, tone pattern
- ❖ Use a viewfinder
- ❖ Compare work by different well known artists and designers
- ❖ Develop a range of painting techniques
- ❖ Vocabulary: shade, tint, describe texture and shape, viewfinder

Drawing, IT, printmaking

- ❖ Awareness of shape and line
- ❖ Mark making using a press print
- ❖ Create own printing block on polystyrene tile from observational drawing
- ❖ Modify and evaluate work on-going
- ❖ Experiment with arranging, ordering, repeating through manipulation of tile
- ❖ Link to ICT draw programme
- ❖ Vocabulary: texture- smooth, rough etc. pattern, repeat, regular, lines – curved, straight, zigzag

Possible uses of media:

- ❖ Powder and poster paints
- ❖ Brushes of different sizes
- ❖ Chalk pastels, 2b/4b pencils, coloured pencils, recycled materials, newspaper, masking tape, tissue paper

express opinions

- ❖ Use sketchbooks to record and develop ideas
- ❖ Vocabulary: expression, emotion, paper laminate, detail, decoration

Drawing, sculpture, design

(designing and making artefacts, considering artists/craftspeople from past- mod roc sculpture)

- ❖ Select and analyse information from secondary sources
- ❖ Awareness of movement and form
- ❖ Use wire to explore linear space and show movement
- ❖ Develop artistic vocabulary when describing own work, model and cover an armature using mod roc
- ❖ Vocabulary: model, armature, construct, form, balance, movement, proportion, solid, hollow

Painting and collage

(expressing ideas and feelings, developing visual perception and recording observations)

- ❖ Analyse and describe textures in source material and through observation, scale of different objects, including overlapping shapes,
- ❖ Translate drawn composition into collage
- ❖ Discriminate in use of materials and techniques
- ❖ Find connections between own work and that of other artists
- ❖ Mix a range of tonal colours
- ❖ Vocabulary: collage, bumpy, composition, balanced, proportion, tonal colours

Possible uses of media:

- ❖ 2b/4b pencils, coloured pencils
- ❖ Double primary paints, different size brushes
- ❖ Chalk and oil pastels

- ❖ Handle tools and clay with increased confidence
- ❖ Handle tools appropriately, joining clay
- ❖ Explore shape, line and pattern in 3d
- ❖ Use colour notes accurately
- ❖ Talk about the processes involved in own work
- ❖ Vocabulary: slip, construct, natural, organic, symmetrical, repetitive, mirror, biscuit firing

Drawing and Sculpture

(developing visual perception- figurative clay sculpture)

- ❖ Examine proportion shape and space from direct experience
- ❖ Plan ideas using sketchbooks
- ❖ Develop use of clay-slabbing, moulding, adding texture, using tools
- ❖ Develop language to describe own work
- ❖ Vocabulary: form, solid, slip, structure, rigid, malleable, hollow, construction, mass

Painting and Drawing

(expressing ideas and emotions, examining how artists have depicted movement in art)

- ❖ Visualise and demonstrate a sequence or position
- ❖ Use drawing to record observations
- ❖ Combine visual qualities to show movement
- ❖ Vocabulary: border, expressive, contour, boundary, profile, transform

Possible uses of media:

- ❖ Tapestries/fabrics
- ❖ Highly textured materials (hessian, fur, silks, velvets, animal prints etc.)
- ❖ Chalk pastels, fixative
- ❖ 2b 4b pencils
- ❖ Clay, rolling pins, clay tools, knives, slip, glazes (could be air dried clay if kiln unavailable)
- ❖ Examples of figurative sculpture (e.g. Henry

- ❖ Watercolours
- ❖ Polystyrene tile, printing inks, rollers
- ❖ Clay

- ❖ Materials for sculpture- newspaper, masking tape, paste, double primary, decorative materials (sequins, beads etc.)
- ❖ Books, artefacts, paintings, etc.
- ❖ Wire, cutters, pliers, wood, newspaper, masking tape, mod roc, double primary system
- ❖ Natural and man made objects
- ❖ PVA glue, different papers and natural materials for collage

- Moore, Maggie Hamblin)
- ❖ Photos of children in role/costume to use as source
- ❖ Range of figurative artwork, double primary and range of brushes

Responding to Art

- ❖ Be exposed to a range of art and artists, craft makers and designers from around the world.
- ❖ To be able to express a simple preference and talk about the elements of a picture that appeals (or does not) and give simple reasons why.
- ❖ To experience art and/or artists in situ by visiting a gallery or museum to link with a particular learning theme or artistic skill or movement

Responding to Art

- ❖ Be exposed to a range of art and artists craft makers, designers and architects from around the world.
- ❖ Develop an understanding of major global artists and their importance and understand the cultural and historical development of art forms.
- ❖ Be able to express a preference and talk about the elements of a picture that appeals (or does not) and give reasons why.
- ❖ Experience art and/or artists in situ by visiting a gallery or museum to link with a particular learning theme, artistic skill or movement.
- ❖ Begin to assess their own artwork against given criteria

Responding to Art

- ❖ Use the language of art and design to express a preference and talk about the elements of a picture that appeals (or does not) and give reasons why.
- ❖ Be exposed to a range of art and artists, craft makers, designers and architects from around the world.
- ❖ Develop an understanding of major global artists and their importance.
- ❖ Begin to develop a knowledge of major schools of art and their proponents
- ❖ Experience art and/or artists in situ by visiting a gallery or museum to link with a particular learning theme, artistic skill or movement.
- ❖ Assess their own and other's works of art against given criteria

CREATIVE AND EXPRESSIVE ARTS – MUSIC

The musical elements (timbre, tempo, dynamics, pulse, texture, pitch, duration, structure and style) are the building blocks of music. The learning objectives outlined below seek to develop children’s awareness of and sensitivity to each of these elements. The musical elements are interrelated and children’s understanding of these concepts will deepen over time. Each element is present in most musical activity, but some lessons may focus on a single element.

EARLY

MIDDLE

LATER

Listening and Responding

Exploring Sounds

- ❖ environmental
 - listen to familiar sounds in their environment
 - describe and classify sounds
- ❖ vocal
 - recognise the difference between our speaking and singing voices
 - recognise and use a variety of vocal sounds
- ❖ body percussion
 - discover ways of making sounds using body percussion, e.g. clap, click, slap, tap.
- ❖ instruments
 - explore ways of making sounds using percussion instruments and experiment with techniques

Listening and Responding to Music

- ❖ listen to a range of short musical pieces or extracts
- ❖ respond imaginatively to music through movement
- ❖ talk about pieces of music, give preferences and illustrate responses
- ❖ show the steady beat when listening to music
- ❖ recognise the difference between fast/slow tempos, loud/soft sounds, high/low sounds
- ❖ listen and respond to patterns of long/short sounds

Exploring Sounds

- ❖ environmental
 - listen to, identify and describe sounds
 - recognise and classify sounds
- ❖ vocal
 - recognise pitch difference in different voices, e.g. male/female, adult/child
- ❖ body percussion
 - make short sequences of sounds using body percussion
- ❖ instruments
 - explore how the sounds of different instruments can suggest various sounds and sound pictures

Listening and Responding to Music

- ❖ listen to a range of short, familiar and unfamiliar musical pieces or extracts
- ❖ talk about pieces of music, give preferences and illustrate responses in a variety of ways
- ❖ show the steady beat when listening to music
- ❖ differentiate between music with a steady beat and music without a steady beat
- ❖ identify and show tempo as fast or slow, or getting faster/slower.
- ❖ differentiate between loud and soft sounds, or music getting gradually louder or softer
- ❖ identify some families of instruments

Exploring Sounds

- ❖ environmental
 - recognise how sounds are produced/organized, e.g. sound waves, resonance, echoes, vibrations
- ❖ vocal
 - explore a range of sounds that the singing voice and the speaking voice can make
- ❖ body percussion
 - create complex sequences of sounds using body percussion
- ❖ instruments
 - explore how the sounds of different instruments can suggest various sounds and sound pictures

Listening and Responding to Music

- ❖ listen to and describe a broad range of musical styles and traditions from a variety of historical periods
- ❖ listen to music, both recorded and live and evaluate it in terms of personal response and choice of instruments
- ❖ respond imaginatively to music in a variety of ways, e.g. movement, dance, mime, poetry, writing, art
- ❖ identify families of instruments, e.g. orchestral, folk, brass, percussion, strings, woodwind, world
- ❖ distinguish the main instrument heard in a piece
- ❖ recognise and understand how tempo and dynamic choices contribute to an expressive performance
- ❖ recognise strong and weak-beat patterns,
- ❖ determine simple form/structure and represent through gestures

Performing

Song Singing

- ❖ recognise and sing familiar songs and melodies
- ❖ recognise and imitate short melodies in echoes, developing sense of pitch, e.g. two or three note tunes or singing games (based on lah, soh and mi)
- ❖ show the steady beat in listening to songs
- ❖ show, while singing, whether sounds move from high to low, or low to high
- ❖ perform songs with a sense of dynamics – soft for a lullaby/loud and energetic for an action song

Playing Instruments

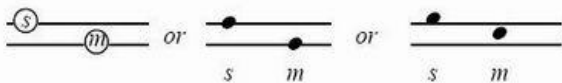
- ❖ play simple percussion instruments, tuned and untuned
- ❖ use instruments to accompany songs, nursery rhymes or chants

Early Literacy

- ❖ match selected sounds to a pictorial source
- ❖ recognise and perform simple rhythmic patterns from pictorial symbols



- ❖ sing a short two or three note melody from a two-line stave (mi, soh, lah)



Song Singing

- ❖ sing a widening range of songs with increasing vocal control, confidence and expression
- ❖ perform familiar songs with increasing control of pulse, tempo, pitch and dynamics
- ❖ perform simple rounds in two or more parts
- ❖ perform a rhythmic or melodic ostinato (a repeated pattern) to accompany a song

Playing Instruments

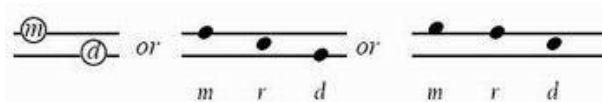
- ❖ discover different ways of playing percussion and melodic instruments
- ❖ use percussion instruments to show the beat or rhythm when accompanying songs/chants
- ❖ identify and perform simple tunes from memory or from notation

Literacy

- ❖ recognise and use symbols to notate metre (time) and rhythm
- ❖ recognise, name and clap in stick and standard notation 'ta' (crotchet, 1 beat), 'ti-ti' (quavers, 2 half beats), 'Z' (rest, 1 beat)



- ❖ sing a short two or three note melody from a two-line stave (doh, re, mi, soh, lah)



- ❖ sing a short five/six note melody from a two/three-line stave



- ❖ recognise the shape of a simple melody

Song Singing

- ❖ recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural contexts
- ❖ sing independently, with increasing awareness and control of pulse, tempo, pitch, diction and posture and with increased control of dynamics, phrasing and expression
- ❖ relate words and mood of a song to style of performance
- ❖ perform a rhythmic or melodic ostinato (a pattern that is repeated over and over) in accompanying a song
- ❖ perform, as part of a group, songs that include simple rounds or harmony parts

Playing Instruments

- ❖ perform a range of playing techniques on a wide selection of percussion and melodic instruments
- ❖ use percussion instruments with increasing confidence and skill to accompany tunes, songs and chants
- ❖ identify and perform familiar tunes from memory or from notation independently

Literacy

- ❖ recognise and use symbols to notate metre (time) and rhythm
- ❖ recognise, name and clap in stick and standard notation 'ta' (crotchet, 1 beat), 'ti-ti' (quavers, 2 half beats), 'Z' (rest, 1 beat), 'ta-a' (minim, 2 beats), 'ta-a-a' (dotted minim, 3 beats) and 'ta-a-a-a' (semibreve, 4 beats)
- ❖ sing some short, familiar melodies from a five line stave



- ❖ recognise the shape (contour) of a melody and movement by steps or by leaps, from a graphic score or from notation
- ❖ use standard symbols to read, sing and play simple melodies* from sight

Composing

Improvising and Creating

- ❖ select sounds (environments, vocal, body percussion and instruments) to create simple sound ideas, .e.g. sounds to represent parts of story, or a character – a bear, frog, fairy, etc.
- ❖ invent and perform short, simple musical pieces
- ❖ improvise new answers to short melodic patterns, e.g. singing conversations or new verses/words to familiar songs or rhymes

Talking about and recording compositions

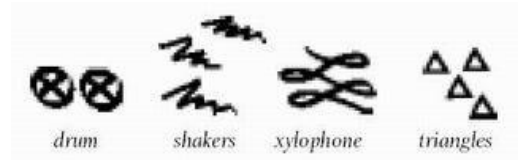
- ❖ discuss own compositions and compositions of other children, e.g. how/why instruments were selected, how sounds were made, likes/dislikes, etc.
- ❖ invent graphic symbols for single sounds or sound effects
- ❖ use ICT to record compositions

Improvising and Creating

- ❖ select different kinds of sounds (voice, body percussion, un-tuned and tuned percussion, simple melodic instruments, electronic instruments) to portray a character, a sequence of events or an atmosphere in sound stories
- ❖ invent and perform simple musical pieces that show a developing awareness of musical elements
- ❖ recall, answer and invent simple melodic and rhythmic patterns, using voice, body percussion and instruments

Talking about and recording compositions

- ❖ discuss own compositions and compositions of other children, e.g. how/why instruments were selected, how sounds were produced, what effects were produced, what changes were made, likes/dislikes, etc.
- ❖ devise and use graphic symbols to record musical patterns and inventions



- ❖ use ICT to record compositions

Improvising and Creating

- ❖ select from a wide variety of sound sources (voice, body percussion, un-tuned and tuned percussion, melodic instruments and technology) for a range of musical purposes
- ❖ invent and perform pieces that show an increasing awareness and control of musical elements
- ❖ recall, answer and invent melodic and rhythmic patterns, using voices, body percussion and instruments

Talking about and recording compositions

- ❖ reflect upon and evaluate his/her work and the work of other children discussing and explaining
- ❖ devise and use graphic symbols and/or use standard notation to record different lines of musical patterns and inventions

drums	⊗	⊗	⊗	⊗⊗⊗⊗
shakers	///	///	///	///
keyboard	♯	♯	♯	♯
chimes	★	★	★★★	★★★★★
	<i>loud</i>	<i>louder</i>	<i>very loud</i>	

or

drums	z z z	z z z	z z z	
shakers	z d.	z d.	z d.	o
keyboard	▭ z ▭ z	▭ z ▭ z	▭ z ▭ z	▭▭▭▭▭
chimes	z z z	z z z	z	
	<i>mf</i>	<i>f</i>	<i>ff</i>	

- ❖ use ICT to record compositions

CREATIVE AND EXPRESSIVE ARTS – DRAMA

The following overview applies to all age groups and will be developed and understood by children at a level appropriate to their understanding and level of development. At Brindishe Schools drama includes the following activities:

- ❖ the spontaneous making of drama scenes (sometimes called improvisation)
- ❖ entering into other lives and situations
- ❖ engaging with life issues, knowledge and themes through drama
- ❖ honing and shaping drama scenes for the purpose of communicating them to others
- ❖ living through a story, making it up as they go along, solving problems in the real and fictional worlds, co-operating with others, and pooling ideas
- ❖ thinking about and discussing the patterns in life so that the outcome of encounters and plots will reflect their perception of how life is or might be.
- ❖ To use drama to support writing and drawing by developing a deeper empathy.
- ❖ To support links with other curriculum areas, e.g. global, social, historical understanding, literacy, spiritual understanding, etc.

EARLY

Exploring and making drama

- ❖ Use the ability to play at make-believe to enter fully into participation in drama. Move from game playing to drama making.
- ❖ Understands where the drama (fiction) begins and ends.
- ❖ Accept the shared nature of the form, taking turns to speak and listen alongside others (adults and children)
- ❖ Begin to recognise tension and its role in shaping the narrative.
- ❖ Know that drama is a safe way to explore issues and stories that might be more threatening on a closer level.
- ❖ Understand that there is no right or wrong in drama activities (e.g. that the ending of a well known story can change- Goldilocks is made to go and apologise to the bears...)

MIDDLE

Exploring and making drama

- ❖ Enter into the fictional dramatic context with the same spontaneity and freedom that he/she has earlier applied to make-believe play.
- ❖ Know every drama has a signposted beginning and end (suspension of disbelief)
- ❖ Ability to hold on to a role for as long as the dramatic activity requires.
- ❖ Respond appropriately to the use of symbol, ritual and tension
- ❖ Be able to work as part of small group, in pairs or as a whole.
- ❖ Discover how the use of space and objects can help in building the context and in signifying dramatic themes.

LATER

Exploring and making Drama

- ❖ Enter appropriately into the dramatic context, whether it is watched or unwatched.
- ❖ Distinguish between the various drama genres –comedy, fantasy, tragedy etc.
- ❖ Discover how use of space and the placing of objects can provide information about happenings and relationships.
- ❖ Discover how the use of levels and pace and pausing can build up tensions and provide information about characters.

Drama Skills

- ❖ Accept teacher in role and a group role that is imposed upon the group by the teacher (a group of farmers)
- ❖ Take part in whole group mimed activities that are narrated through by an adult. (Let's all dig for the turnip)
- ❖ Listen and contribute when the teacher asks for help in recalling key moments of drama.
- ❖ Contribute opinions and suggestions that are appropriate to the role and the narrative.
- ❖ Begin to understand simple conventions – whole group still photographs to capture a shared moment.
- ❖ Begin to consider how we vary language according to our role and circumstances
- ❖ Consider the importance of listening to others in the group.
- ❖ Start to perform themselves and watch others perform (a sequence/freeze-frame or few lines of dialogue)
- ❖ Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas, stories and experiences.

Reflecting on drama

- ❖ Use reflection on a particular dramatic action to create possible alternative courses for the action.
- ❖ Out of role, able to talk about parts of the lesson that was most enjoyable and why?
- ❖ Begin to speculate on alternative choice of

Drama skills

- ❖ Continue to accept teacher in role and look for cues of roles from within the language. Adjust language function accordingly (Thank you very much for attending this meeting today.)
- ❖ Respond to other members of the group in role and consider questioning skills (hot seating)
- ❖ Use still photographs in order to explore a variety of different situations as part of a pair, whole group or small group to explore sequence and to manipulate different times– meanwhile, after,
- ❖ Use thought tracking to show subtext.
- ❖ Begin to use simple scripts and understand that performance can present different meanings
- ❖ Work in pairs or small groups to plan, rehearse and present an idea, taking into account the audience.
- ❖ Take part in shared rituals (e.g. each person to pack one item in the suitcase) understand the use of symbols and be aware of using tension.
- ❖ Understand that rehearsal is repetition, trial and improvement.
- ❖ Speak persuasively during debates, taking a stance imposed by teacher, using Standard English.

Reflecting on drama

- ❖ Use the sharing of insights arising out of the drama to develop the ability to draw conclusions, to hypothesise about life and people.
- ❖ To be able to reflect on the drama and consider out of role, how it could have been

Drama skills

- ❖ Work cooperatively in any size group and in any combination of personalities within the class.
- ❖ Work in role to shape the shared fiction and explore fictional relationships from within.
- ❖ Explore different approaches to a character's predicament – (what if? Forum Theatre)
- ❖ Consider how using space, levels mimed action and varied dialogue can build up a prepared piece that is dynamic.
- ❖ Understand the difference between natural and non naturalistic theatre
- ❖ Become increasingly comfortable with using non naturalistic conventions to explore an issue – Good angel/ Bad angel, Line walk down
- ❖ Recognise that drama has many genres– comedy, tragedy etc.
- ❖ Become increasingly familiar with using script and understand the process that takes the text into action.
- ❖ Script drama for others.
- ❖ Speak persuasively, taking a stance (imposed by teacher or self-selected) during debates, using appropriate language and tone, and Standard English. Express opinions backed up with clear reasoning.
- ❖ Prepare readings, with appropriate intonation to show their understanding.

Reflecting on drama

- ❖ Reflect on a particular dramatic action in order to create possible alternative actions that will reflect more closely the life patterns being examined.
- ❖ Plan, rehearse perform and modify a piece in response to the group's ideas and opinions.

action;” what do you think might have happened if Jack had”

- ❖ Start to use personal experiences of real life situations and characters to link to the drama
- ❖ Able to retell the story of the drama to a third party.
- ❖ Use the drama as a rehearsal for simple writing tasks –letters, instructions, sequencing etc.

more exciting

- ❖ Start to behave as a respectful member of an audience and to respond to others’ work in an appropriate way, offering moving on comments. Respond thoughtfully to theatre performances.
- ❖ Start to receive other people’s opinions of a performance piece in a positive way.
- ❖ Begin to articulate opinions about drama on an academic level and not on a purely emotive level.
- ❖ Understand that drama can be used to as a rehearsal for the thoughts and feelings of an individual character.
- ❖ To harness those feelings to write in role or use the drama as a context for other writing – instructions, diaries, newspapers, planning.

- ❖ Know how to offer constructive praise
- ❖ Become increasingly used to scripts, modifying and adapting if needed.
- ❖ Know how to perform as a member of an audience and respond thoughtfully to theatre performances.
- ❖ Know that the making is as important as the performance element.

CREATIVE AND EXPRESSIVE ARTS – DANCE

EARLY

Acquiring and developing skills

- ❖ Explore movement ideas and respond imaginatively to a range of stimuli
- ❖ Move confidently and safely in their own and general space, using changes of speed, level and direction
- ❖ Explore, remember, repeat and link a range of actions with coordination, control, coordination and an awareness of the expressive qualities of the dance

Selecting and applying skills, tactics and compositional ideas

- ❖ Compose and link movement phrases to make simple dances with clear beginnings, middles and ends
- ❖ Perform movement phrases using a range of body actions and body parts
- ❖ Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas

Knowledge and understanding of fitness and health

- ❖ Talk about dance ideas inspired by different stimuli
- ❖ Recognise and describe how different dance activities make them feel
- ❖ Understand the importance of warming up

MIDDLE

Acquiring and developing skills

- ❖ Improvise freely on their own and with a partner, translating ideas from a stimulus into movement
- ❖ Explore and create characters and narratives in response to a range of stimuli

Selecting and applying skills, tactics and compositional ideas

- ❖ Create and link dance phrases using a simple dance structure or motif
- ❖ Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups
- ❖ Use simple choreographic principles to create motifs and narrative
- ❖ Perform more complex dance phrases and dances that communicate character and narrative

Knowledge and understanding of fitness and health

- ❖ Keep up activity over a period of time and know they need to warm up and cool down for dance
- ❖ Know and describe what you need to do to warm up and cool down for dance

LATER

Acquiring and developing skills

- ❖ Explore and improvise ideas for dances in different styles, working on their own, with a partner and in small and larger groups
- ❖ Explore, improvise and combine movement ideas fluently and effectively

Selecting and applying skills, tactics and compositional ideas

- ❖ Compose dances by using, adapting and developing steps, formations and patterning from different dance styles
- ❖ Perform dances expressively, using a range of performance skills and movement patterns
- ❖ Create and structure motifs, phrases, sections and whole dances
- ❖ Begin to use basic compositional principles when creating their dances

Knowledge and understanding of fitness and health

- ❖ Organise their own warm-up and cool-down activities to suit the dance
- ❖ Show an understanding of why it is important to warm up and cool down
- ❖ Understand why dance is good for their

and cooling down

Evaluating and improving performance

- ❖ Copy, watch, and describe dance movement
- ❖ Watch and describe dance phrases and dances, and use what they learn to improve their own work

Evaluating and improving performance

- ❖ Describe and evaluate some of the compositional features of dances performed with a partner and in a group
- ❖ Talk about how they might improve their dances using appropriate vocabulary.
- ❖ Describe, interpret and evaluate their own and others' dances, taking account of character and narrative

fitness, health and wellbeing

- ❖ Prepare effectively for dancing

Evaluating and improving performance

- ❖ Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context
- ❖ Understand how a dance is formed and performed
- ❖ Evaluate, refine and develop their own and others' work suggesting ways to develop technique and composition using appropriate vocabulary.

HISTORY

EARLY

Chronological understanding

- ❖ Can understand the difference between things that happened in the past and the present.
- ❖ Can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young, recently, when my parents/carers were children, decades, and centuries.
- ❖ Know that historical events can be sequenced and can put people, events and objects in chronological order on a time line.

Knowledge and understanding of events, people and changes in the past

- ❖ Find out about past and present events in their own lives, and in those of their families and other people they know and know that a world existed before they were born.
- ❖ Know that a world existed before they were born by studying events that are significant, nationally or globally.
- ❖ Investigate and understand that things change as time passes and identify differences between aspects of their own lives and past times.
- ❖ Know some things that happened to other people in the past, demonstrating knowledge of aspects of the past beyond living memory and of some of the main events and people studied.

MIDDLE

Chronological understanding

- ❖ Develop an understanding that the past can be divided into different periods of time and that a time line can be divided into periods i.e. BC and AD.
- ❖ Can use dates and vocabulary relating to the passing of time, including: ancient, modern, BC, AD, BCE, ACE, century and decade.
- ❖ Can place events, people and changes studied into correct periods of time on a time line.

Knowledge and understanding of events, people and changes in the past

- ❖ Find out about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children, houses and settlements, culture and leisure activities, clothes, way of life and actions of people, what was important to peoples lives, rich and poor, ethnic diversity of the societies, role of monarch/rulers, technology, science, art etc.
- ❖ Find out about the features of ancient civilizations and why they developed/failed.
- ❖ Find out about key people and their roles and know key events (i.e. Henry VIII and his wives, Armada, dissolution of monasteries etc.).
- ❖ Begin to give a few reasons for and results of the main historical events, features and

LATER

Chronological understanding

- ❖ Consolidate an understanding that the past can be divided into different periods of time and that a time line can be divided into periods: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc.) Romans Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians, 21st century.
- ❖ Can use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, BCE, ACE, century and decade to place events, peoples etc. on a time line.
- ❖ Can place events, people and changes into correct periods of time.

Knowledge and understanding of events, people and changes in the past

- ❖ Can use an increasing depth of factual knowledge to recognise and describe features, the social, cultural, religious and ethnic diversity of societies and begin to make links between features of past societies and periods.
- ❖ Can identify, describe, explain reasons for and results of historical events, situations and changes in the periods studied and make links between the relevant causes and consequences.
- ❖ Can understand and explain how some of the events from the past affect life today.

- ❖ Know and recount episodes from stories about the past.
- ❖ Recognise and begin to understand why people did things, what events happened and the results.
- ❖ Compare people and aspects of life in different time periods.

Historical interpretation

- ❖ Children should be taught to identify different ways in which the past is represented for example: in pictures, plays, films, reconstructions of the past, museum displays, TV programmes and fictional stories.

Historical enquiry

- ❖ Can use a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources) to ask and answer questions about the past.
- ❖ Study the way of life of people in the more distant past who lived in the local area, elsewhere in Britain or overseas.

changes in the period studied.

- ❖ Develop a greater understanding of life in Britain in different periods of time and how people and events have influenced and shaped Britain today.
- ❖ Understand how some of the events from the past affect life today.

Historical interpretation

- ❖ Begin to recognise and show some understanding that aspects of the past have been represented and interpreted in different ways.
- ❖ Identify some of the different ways in which the past is represented from different points of view.
- ❖ Can look at different versions of the same event in history, identifying differences in the accounts and give possible reasons why they are different.
- ❖ Know that archaeological evidence from the distant past is subjective and open to interpretation.

Historical enquiry

- ❖ Know where and how evidence from the distant past is found i.e. archaeology.
- ❖ Use a range of different sources of information, including ICT, documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to find out about events, people and changes in the past.

Historical interpretation

- ❖ Know that people both in the past and now, including themselves, have a point of view and that this can affect interpretation of the past.
- ❖ Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.
- ❖ Know that people both now and in the past represent events or ideas in a way that persuades others.
- ❖ 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.
- ❖ Can evaluate evidence to choose the most reliable forms.

Historical enquiry

- ❖ Can ask and answer questions, relevant to the focus of the enquiry, about the past by using a range of sources in ways that go beyond simple observations, making inferences and deductions from objects, artefacts, evidence and pictures.
- ❖ Can use, evaluate and be critical of a range of sources of evidence.
- ❖ Develop more independent research skills, by finding, evaluating, selecting and using own sources of evidence for independent study.

<p>Organisation and communication</p> <ul style="list-style-type: none"> ❖ Begin to select, organise and communicate items of information about the past for example talking, writing, drawing, painting, timelines, using ICT, drama etc. <p>Context for learning</p> <p>Year 1</p> <ol style="list-style-type: none"> 1. Comparison of something over time e.g. toys, homes, houses, clothes, transport, house hold objects, entertainment, school, and children. 2. A local history study e.g. houses, buildings, the school, Manor Park, etc. <p>Year 2</p> <ol style="list-style-type: none"> 1. Compare significant events and people in history, local or the wider world e.g. Elizabeth I and Queen Victoria; Christopher Columbus and Neil Armstrong; William Caxton and Tim Berners-Lee; Pieter Brugel the Elder and LS Lowry; Rosa Parks and Emily Davison; Mary Seacole and/or Florence Nightingale and Edith Cavell. 2. The Victorians e.g. Seaside then and now, inventions, explorers, famous people and events, Victorian childhood etc. 	<ul style="list-style-type: none"> ❖ Ask and answer questions about the past using observations from historical sources. ❖ Begin to select, organise and communicate items of information about the past. <p>Organisation and communication</p> <ul style="list-style-type: none"> ❖ Select, organise and communicate historical information from different sources in a variety of ways making accurate use of terms, dates and historical <p>Context for learning</p> <p>Year 3</p> <ol style="list-style-type: none"> 1. The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of one of the following e.g. Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China. 2. An overview of the changes in Britain from the Stone Age to the Iron Age. How archaeologists find out about the ancient past. <p>Year 4</p> <ol style="list-style-type: none"> 1. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. A significant turning point in British History for example: the Tudors, the Normans, the first railways or the Battle of Britain; the changing power of monarchs; changes in an aspect of social history for example crime and punishment from the Anglo-Saxons to present. 2. Invaders and Settlers – each aspect needs to 	<p>Organisation and communication</p> <ul style="list-style-type: none"> ❖ Can recall, select, organise and communicate historical information in a variety of ways that is well structured and relevant to the focus of the enquiry and audience, making appropriate use of dates and terms. <p>Context for learning</p> <p>Year 5</p> <ol style="list-style-type: none"> 1. Ancient Greece - A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilisation on the world today. Including aspects of the way of life: arts and architecture; houses; citizens and slaves; education: language; medicine, health and hygiene; games and leisure; Olympic Games; plays and theatre; ships and trading; soldiers and warfare: Athens and Sparta; gods and goddesses, myths, legends; scholars and discoverers. 2. A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c.AD 900; Mayan civilisation c. AD 900; Benin(West Africa) c AD 900- 1300 <p>Year 6</p> <ol style="list-style-type: none"> 1. A local history study investigating how an aspect in the local area has changed since
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be covered but can be an overview or an in depth study:

- the Roman Empire and its impact on Britain e.g. Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; British resistance (Boudica); 'Romanisation' of Britain.
- Britain's settlement by Anglo-Saxons and Scots e.g. Anglo-Saxon invasions, settlements and kingdoms; Anglo-Saxon art and culture; Christian conversion; Scots invasion from Ireland to north Britain(now Scotland).
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor e.g. Viking raids and invasion; resistance by Alfred the Great and Athelstan, first King of England; Anglo-Saxons laws and justice; further Viking invasions and Danegeld; Edward the Confessor and his death in 1066.

1930 or how the locality was affected by a significant national or local event or development (e.g. Building of the railways, the Second World War) or by the work of a significant individual.

2. The life and influence of a British famous person or invention - An independent study with the focus/subject selected by the child.

GLOBAL AND SOCIAL ISSUES, INCLUDING GEOGRAPHY AND SUSTAINABILITY

EARLY

Local Environment

- ❖ Year 1 - Find out about their own immediate locality and the key human and physical features through a local study i.e. playground, park, homes, buildings, shops, improving the local area, routes and journeys etc.
- ❖ Year 2 - Investigate issues, express views and take part in decision-making activities to improve their immediate environment (i.e. local traffic, litter problems, saving energy and water, recycling etc.).

Contrasting Locality

- ❖ Be aware of places beyond immediate local area and understand geographical similarities and differences through studying the human and physical geography of:
 - Year 1 - A small area in a contrasting non-European country (i.e. St Lucia, India, South Africa etc. through letters / postcards, travel agents, planning a holiday, writing a travel brochure, diary)
 - Year 2 - A contrasting locality of the United Kingdom (study of ie. sea side, mountains, countryside, holidays, journeys, family links, explorers)
- ❖ Year 1 – can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- ❖ Explore links between their locality and other places in the UK and beyond (i.e. where food comes from, families and friends).

MIDDLE

Local Environment

- ❖ Year 3 - Understand how people can take actions to change and improve their environment (school/Lewisham), i.e. energy and water, travel and traffic, purchasing and waste, buildings and grounds, local well being, community cohesion)

Contrasting Locality

- ❖ Identify similarities and differences between places and environments and understand how they are linked through:
 - Year 3 - The study of the human and physical geography of a region in the UK.
 - Year 4 - The study the human and physical geography of a region in a European country.
- ❖ Understand how the different ways in which people live around the world have consequences for the environment and the lives of others from local to global scale (i.e. fair trade, energy and water).
- ❖ Study of settlements/communities - Why do people migrate?

LATER

Local Environment

- ❖ Recognise how man can damage, improve, and manage environments sustainably and identify opportunities for their own involvement (Lewisham/London), (i.e. travel and transport links, green and sustainable energy sources, housing/commercial developments, community cohesion and their wants and needs).

Contrasting Locality

- ❖ Explore a range of geographical processes that cause change in the physical world in different places including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, climate change and global warming and the water cycle and comparing different locations.
- ❖ Understand that communities and people are diverse, changing and interconnected with their environment (migration, change of land use, social and economic change) and how they change and adapt to their environment and each other.

Geographical skills

- ❖ Use digital and other sources to find out about and explore distant and contrasting places (globes, maps, Google Earth, photographs etc.)
- ❖ Develop geographical skills through fieldwork in school grounds (i.e. labelling pictures and photographs, matching places to photographs, measuring rainfall, observations, tally charts and pictograms, follow map on sensory walk around school and add information etc.).
- ❖ Make simple maps & plans (i.e. arrange and/or draw around objects, picture maps from stories and known routes).
- ❖ Draw and follow simple large-scale maps & plans, use simple symbols, keys & number/letter co-ordinates, 4 points of the compass and directional language (near and far, left and right)
- ❖ Ask and answer geographical questions (Where is it/what is it like, how far away is it/who lives there What is this place like/why is it like it/how can it be improved/how is it same/different to where I live?)
- ❖ Express their own views about the environment, people, places, and their effect on each other.

Geographical skills

- ❖ Begin to understand the link between human and physical activities.
- ❖ Begin to develop decision-making skills (designing a settlement, which features to include on map,)
- ❖ Use appropriate geographical vocabulary in communicating findings (settlement, migration, immigrations, settler, population, refugee, community, city, suburb etc.).
- ❖ Begin to analyse evidence and draw conclusions (compare population data, historical data and maps and explain trends).
- ❖ Develop geographical skills through a wider range of fieldwork techniques and instruments (quadrant sampling, soil tests and comparisons, measuring distances, collect and record evidence and begin to offer explanations).
- ❖ Draw and follow simple plans and maps (from aerial photographs, of known area, from imagination, of journey) using 8 point compass direction, 4 figure grid references, simple scale, map symbols (simple orienteering in school grounds using maps), and identify main human and physical features on map (roads, towns, rivers, mountains, land, sea, routes).
- ❖ Use a variety of maps using different scales (OS maps, A to Z, tube, European/world maps, historical maps).
- ❖ Ask and respond to geographical questions with increasing precision and detail and offer reasons for their observations and judgments.

Geographical skills

- ❖ Understand how both physical and human processes influence human patterns.
- ❖ Formulate enquiry questions, describe and explain geographical patterns, similarities, differences and physical and human processes using appropriate geographical vocabulary
- ❖ Use fieldwork to collect, record & present data in a variety of ways (annotated pictures, photos, field sketches, pie charts).
- ❖ Describe & make comparisons between the physical & human features of different locations & offer some explanation for the location of the features by analysing evidence and drawing conclusions.
- ❖ Use and draw thematic maps (climate, rainfall, vegetation, population maps).
- ❖ Use ICT to help in geographical investigations
- ❖ Continue to develop decision-making skills.
- ❖ Investigate and understand local, national and global issues (global warming, pollution) in depth, considering the different interests involved and how decisions are made which affect the environment.
- ❖ Use a wide range of secondary sources of information & data (climate maps, population data, climate charts & data).
- ❖ Consolidate, select and use appropriate fieldwork techniques, instruments & ICT to collect, analyse and present data, reach conclusions and present findings (annotated pictures, photos, field sketches, pie charts, flow diagrams, river measurements, sketch maps, transects).
- ❖ Explain different views of different people and justify own views using appropriate vocabulary.
- ❖ Recognise and use standard map symbols, use

Locational Knowledge

- ❖ Can use basic geographical vocabulary to refer to key physical and human features i.e. island, river, mountain, forest, beach, cliff, coast, hill, mountain, sea, ocean, river, soil, valley, vegetation, city, town, village, factory, farm, house, office, port, harbor, shop, road, railway, shop through maps, pictures, stories, photos, visits
- ❖ Know what maps, plans, atlases are & that they represent where places are located.
- ❖ Can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas
- ❖ Can find London, the Thames and know where Lewisham is in London and UK.

Locational Knowledge

- ❖ Year 3 - The study of the human and physical geography of a region in the UK.
- ❖ Year 4 - [The study the human and physical geography of a region in a European country.](#)
- ❖ Year 3 - Name and locate counties and cities of the UK, geographical regions and identify human and physical characteristics (hills, mountains, coasts, rivers) and land use patterns and understand how some of these aspects have changed over time.
- ❖ Year 4 - [Know location of British Isles in wider context within Europe.](#)
- ❖ Year 4 - [Recognise location and key features of Europe \(countries, rivers, major settlements, capital cities, mountain ranges, major seas\), understand links and geographical similarities and differences between places](#)
- ❖ Describe and understand key aspects of human geography, including types of settlement, the nesting nature of settlements (Lee in Lewisham in London in SE England etc.), distribution of resources including energy, food, minerals and water
- ❖ Understand relationship between map, atlas and globe and locate countries on all three.
- ❖ Use secondary sources of information (stories, documents, ICT, photographs, books, video, internet).

6 figure grid references to follow directions and locate features on a map.

- ❖ Know and use 16 points of the compass
- ❖ Can use atlases, globes, maps and plans at a range of scales for research and presentation.
- ❖ Understand and use contour lines on maps.
- ❖ Can describe and draw a location from a map.
- ❖ Orienteering using compass directions, compass, aligning map and compass and map in an unknown location.

Locational Knowledge

- ❖ Use atlases, globes, maps and plans at a range of scales to identify the location and characteristics of a range of the world's most significant human and physical features.
- ❖ Recognise key features and locations on world scale. Locate the world's countries using maps, with focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- ❖ Can identify the position and significance of latitude, longitude. The Equator, Northern Hemisphere, southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
- ❖ Select and use secondary sources of information (stories, documents, ICT, photographs, books, video, internet, news).

SPIRITUAL UNDERSTANDING, INCLUDING RE, FAITH, BELIEFS, ETHICS AND PHILOSOPHY

Spiritual understanding within our school aims to:

- ❖ Promote the values of truth, justice, respect for all and care for the environment, with emphasis on pupils valuing themselves and others; the role of the family and the community in religious belief and activity; the celebration of diversity in society through understanding similarities and differences; sustainable development of the earth.
- ❖ Develop independent and interdependent learning. Religious education promotes an enquiring approach in which pupils carefully consider issues of beliefs and truth in religion. It enhances the capacity to think coherently and consistently. This enables pupils to evaluate thoughtfully their own and others' views in a reasoned and informed manner.
- ❖ Promote religious understanding, discernment and respect and challenge prejudice and stereotyping. It seeks to develop pupils' awareness of themselves and others and to promote community cohesion. It helps pupils to gain a clear understanding of the significance of religions and beliefs in the world today and to learn about the ways different faith communities relate to each other.
- ❖ Develop the promotion of spiritual, moral, social and cultural development. At the heart of our curriculum is a focus on ultimate questions and ethical issues. This focus enables pupils to appreciate their own and others' beliefs and cultures and how these impact on individuals, communities, societies and cultures.
- ❖ The promotion of each pupil's self-worth. A sense of self-worth helps pupils to reflect on their uniqueness as human beings, share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships.
- ❖ Celebrate the diversity of religious and human experience. It encourages pupils to grow with the knowledge, skills, sensitivity and understanding to develop as confident and productive members of their local multi-faith community and the world.

Religious education should help pupils to:

- ❖ develop a positive attitude towards other people, respecting their right to hold different beliefs and towards living in a society of many religions/beliefs;
- ❖ acquire and develop knowledge and understanding of Christianity and the other principal religions and non-religious world views represented in UK
- ❖ develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- ❖ develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to their own beliefs and the teachings of the principal religions and beliefs represented in Great Britain;
- ❖ enhance their spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life, and how religious teachings and philosophies can relate to them;
 - responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience;
 - developing the ability to reflect on their own beliefs, values and experiences in the light of their study.

EARLY

- ❖ Pupils explore Christianity and two other principal religions.
- ❖ They learn about different beliefs about God and the world around them.
- ❖ They encounter and respond to a range of

MIDDLE

- ❖ Pupils learn about Christianity and all five of the other principal religions, recognising the impact of religion and belief locally, nationally and globally.
- ❖ They make connections between differing

LATER

- ❖ Pupils extend their understanding of Christianity and the other principal religions in a local, national and global context.
- ❖ They deepen their understanding of important beliefs and concepts.

stories, artefacts and other religious materials.

- ❖ They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary.
- ❖ They begin to understand the importance and value of religion and belief, especially for other children and their families.
- ❖ Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations.
- ❖ They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

aspects of religion and consider the different forms of religious expression.

- ❖ They consider the beliefs, teachings, practices and ways of life central to religion.
- ❖ They learn about sacred texts and other sources and consider their meanings.
- ❖ They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.
- ❖ They extend the range and use of specialist vocabulary.
- ❖ They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.
- ❖ They communicate their ideas, recognising other people's viewpoints.
- ❖ They consider their own beliefs and values and those of others in the light of their learning in religious education.

- ❖ They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities.
- ❖ They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions.
- ❖ They reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs.
- ❖ They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

Knowledge, skills and understanding

Learning about religion

- ❖ explore a range of religious stories and sacred writings and talk about their meanings;
- ❖ name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate;
- ❖ identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;
- ❖ explore how religious beliefs and ideas can be expressed through the arts and communicate their responses;
- ❖ Identify and suggest meanings for religious symbols and begin to use a range of religious

Knowledge, skills and understanding

Learning about religion

- ❖ describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- ❖ describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;
- ❖ identify and begin to describe the similarities and differences within and between religions;
- ❖ investigate the significance of religion in the local, national and global communities;
- ❖ describe and begin to understand religious

Knowledge, skills and understanding

Learning about religion

- ❖ investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies;
- ❖ investigate and explain why people belong to faith communities
- ❖ consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them;
- ❖ discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues;
- ❖ apply a wide range of religious and

words.

and other responses to ultimate and ethical questions;

- ❖ Use specialist vocabulary in communicating their knowledge and understanding.
- ❖ use and interpret information about religions from a range of sources

philosophical vocabulary consistently and accurately,

- ❖ interpret and evaluate a range of sources, texts and authorities, from a variety of contexts;
- ❖ interpret a variety of forms of religious and spiritual expression.

Learning from religion

- ❖ reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness;
- ❖ ask and respond imaginatively to puzzling questions, communicating their ideas;
- ❖ identify what matters to them and others, including those with religious commitments, and communicate their responses;
- ❖ reflect on how spiritual and moral values relate to their own behaviour;
- ❖ Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

Learning from religion

- ❖ reflect on what it means to belong to a faith community, communicating their own and others' responses;
- ❖ respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;
- ❖ discuss their own and others' views of religious truth and belief, expressing their own ideas;
- ❖ reflect on ideas of right and wrong and their own and others' responses to them;
- ❖ Reflect on sources of inspiration in their own and others' lives.

Learning from religion

- ❖ reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments;
- ❖ evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas;
- ❖ express insights into the significance and value of religion and other world views on human relationships personally, locally and globally;
- ❖ reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas;
- ❖ express their own beliefs and ideas, using a variety of forms of expression.

Suggested contexts for learning:

- ❖ Christianity.
- ❖ Two other principal religions, one of which is a religious community with a significant local presence.
- ❖ A secular world view, where pupils introduce this from their own experience as appropriate.
- ❖ The Natural World unit.

Breadth of study

- ❖ Christianity.
- ❖ Five other principal religions including religious communities with a significant local presence.
- ❖ A secular world view, where appropriate.
- ❖ Peace.
- ❖ Journey of life and death.
- ❖ Transition/Bridging.

Breadth of study

- ❖ Christianity
- ❖ Five other principal religions at least one of which is a religious community with a significant local presence, where appropriate
- ❖ A secular world view, where appropriate

Possible thematic units

These cover several different religions and their approaches to similar questions, thereby allowing children to develop an understanding of the similarities as well as the differences between religions

- ❖ Believing: what people believe about God, humanity and the natural world.
- ❖ Story: how and why some stories are sacred and important in religion.
- ❖ Celebrations: how and why celebrations are important in religion.
- ❖ Symbols: how and why symbols express religious meaning.
- ❖ Leaders and teachers: figures who have an influence on others locally, nationally and globally in religion.
- ❖ Belonging: where and how people belong and why belonging is important; myself: who I am and my uniqueness as a person in a family and community.

Experiences and opportunities

- ❖ Visiting places of worship and focusing on symbols and feelings.

Possible thematic units

These cover several different religions and their approaches to similar questions, thereby allowing children to develop an understanding of the similarities as well as the differences between religions

- ❖ Beliefs and questions: how people's beliefs about God, the world and others impact on their lives.
- ❖ Teachings and authority: what sacred texts and other sources say about God, the world and human life.
- ❖ Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites.
- ❖ The journey of life and death: why some occasions are sacred to believers, and what people think about life after death.
- ❖ Symbols and religious expression: how religious and spiritual ideas are expressed.
- ❖ Inspirational people: figures from whom believers find inspiration.
- ❖ Religion and the individual: what is expected of a person in following a religion or belief?
- ❖ Religion, family and community: how religious families and communities practice their faith, and the contributions this makes to local life.
- ❖ Beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.

Experiences and opportunities

- ❖ Encountering religion through visitors and visits to places of worship, and focusing on

Possible thematic units

- ❖ Beliefs and concepts: the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life, and life after death.
- ❖ Expressions of spirituality: how and why human self-understanding and experiences are expressed in a variety of forms.
- ❖ Ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil.
- ❖ Rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship?
- ❖ Global issues: what religions and beliefs say about health, wealth, war, animal rights and the environment?

Experiences and opportunities

- ❖ Encountering people from different religious, cultural and philosophical groups.

- ❖ Listening and responding to visitors from local faith communities.
 - ❖ Using their senses and having times of quiet reflection.
 - ❖ Using art and design, music, dance and drama to develop their creative talents and imagination.
 - ❖ Sharing their own beliefs, ideas and values and talking about their feelings and experiences.
 - ❖ Beginning to use ICT to explore religions and beliefs as practised in the local and wider community
- the impact and reality of religion on the local and global community.
- ❖ Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others.
 - ❖ Considering a range of human experiences and feelings.
 - ❖ Reflecting on their own and others' insights into life and its origin, purpose and meaning.
 - ❖ Expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT.
 - ❖ Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.
- Visiting, where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues.
- ❖ Reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in religious education, using reasoned, balanced arguments.
 - ❖ Using a range of forms of expression (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully.
 - ❖ Exploring the connections between religious education and other subject areas such as the arts, humanities, literature and science.

Possible context for study

- ❖ **Buddhism**- The Buddha
- ❖ **Christianity**- The Bible and Christmas; A Local Church; The Life and Teachings of Jesus Easter and Symbols; Christmas (optional)
- ❖ **Hinduism**- worshipping god at Diwali; worship in the home, worship at temple.
- ❖ **Islam**- The prophet Muhammed, Living as a Muslim, the Qur'an.

Possible context for study

- ❖ **Buddhism**- Living as a Buddhist;
- ❖ The Buddhist Community – Sangha;
- ❖ The home shrine; A Temple or Buddhist Centre; Following the Buddha's Teaching
- ❖ **Christianity**- The bible; beliefs about peace; local Christian places of worship; Christian celebrations; Christmas and Easter (optional)
- ❖ **Hinduism**- The Hindu home; God and beliefs; sacred texts
- ❖ **Islam**- The five pillars of Islam; worship of Allah, the Muslim home; places of worship; Festivals (Id ul Fitr, Ramadan), Charity (Zakat)
- ❖ **Judaism**- Shabbat (day of rest); synagogue.
- ❖ **Sikhism**- beliefs about God, the Gurus; Sikh teachings and Sikh life; the Gurdwara; the Guru Granth Sahib

Possible context for study

- ❖ **Buddhism**- The Buddhist Community Worldwide, Building and Places in the Wider World, Vaisakha Puja or Vesak/Wesak
- ❖ **Christianity**- Jesus as human and divine; leading a Christian life; the commercialisation of Christmas (optional); the journey of life and death; Easter with a focus on Eastern Orthodoxy or similar (optional)
- ❖ **Hinduism**- the Hindu life; Mandir, Hinduism in the wider world
- ❖ **Islam**- pilgrimage (hajj) and Id ul Adha
- ❖ **Judaism**- Festivals- Sukkot, Hanukkah, Pesach; Abraham and the Torah; Prayer and worship.
- ❖ **Sikhism**-belonging to the Sikh community; Guru Gobind Singh.

PHYSICAL WELLBEING, HEALTH AND LIFESTYLES

EARLY

MIDDLE

LATER

PHYSICAL EDUCATION

Knowledge and understanding of fitness and health

- ❖ Understand why we warm up and cool down after physical activity.
- ❖ Know about the benefits of regular exercise and how their bodies feel when they exercise.
- ❖ Developing fundamental skills and physical literacy

Gymnastics (minimum 2 x half term per year) Acquiring and developing skills

- ❖ Show good awareness of space, apparatus & the actions of others.
- ❖ Know the difference between tension and relaxation in the body.
- ❖ Can recognise and perform simple positions and shapes (star, pike, tuck, dish, straddle, stretch, curl)
- ❖ Can perform basic actions including travelling, rolling (forward, backward, log, teddy-bear), jumping, climbing and stillness safely and with increasing control and co-ordination.
- ❖ With support, can carry and set up equipment safely and recognise risks involved.

Selecting and applying skills

- ❖ Link & repeat basic actions to create and perform a short movement phrase.

Knowledge and understanding of fitness and health

- ❖ Can recognise the ways in which stamina and flexibility can be improved through regular physical activities.
- ❖ Develop a range of activities and movements for warming up and cooling down and know that these will vary depending on the activity to be undertaken.
- ❖ Developing fundamental skills and physical literacy

Gymnastics (minimum 2 x half term per year) Acquiring and developing skills

- ❖ Can perform an increasing range of basic actions and positions with more control, fluency and co-ordination.
- ❖ Develop strength and suppleness and begin to take weight on their hands.
- ❖ Can jump onto and from stools and boxes safely and with control.
- ❖ Can move and place apparatus safely and recognise risks involved and carry out a visual risk assessment.

Selecting and applying skills

- ❖ Perform combinations of gymnastic actions using floor, mats & apparatus.

Knowledge and understanding of fitness and health

- ❖ Know that regular physical activity is part of a healthy lifestyle
- ❖ Can lead warm up and cool down activities appropriate to the main activity
- ❖ Know how to improve their own health and fitness.
- ❖ Developing fundamental skills and physical literacy

Gymnastics (minimum 2 x half term per year) Acquiring and developing skills

- ❖ Can perform increasingly more complex actions (cartwheels, vaults, headstands, handstands) and combinations of shapes and balances with more control and co-ordination, emphasising tension, extension and timing.
- ❖ Can perform combinations of gymnastics actions with different levels, speeds and directions on both the floor and apparatus individually, with partners and in small groups.
- ❖ Know how to safely support the weight of others in balances and counterbalances.

Selecting and applying skills

- ❖ Can create and perform longer, fluent sequences using planned variation in contrast

- ❖ Can adapt a sequence to involve apparatus.
- ❖ Explore themes such as balance, pathways, wide and narrow, jumping and landing, stretching and curling, finding and using space, direction.

Evaluating and improving performance

- ❖ Use appropriate language to evaluate own and others performance and suggest ways to make improvements.

Games and Fitness

Acquiring and developing skills

- ❖ Develop co-ordination and control of their physical movements and a range of equipment (racquet, target, striking, fielding skills).
- ❖ Can throw, hit and kick a ball in a variety of ways and with control.
- ❖ Develop basic techniques of throwing underarm and over-arm and catching to a good level of consistency when moving and standing still
- ❖ Can track, intercept and stop balls and small equipment (passing and catching).
- ❖ Develop agility, balance, stamina and strength.

Selecting and applying skills

- ❖ Show good awareness of space and the actions of others (attacking and defending,

- ❖ Can combine actions and show clarity of shape, control, precision, with change of speed, direction and level both individually and with a partner.
- ❖ Explore themes such as transfer of weight, flight, pushing and pulling, springing and landing, symmetry, bridges, and receiving body weight.

Evaluating and improving performance

- ❖ Can identify and comment on their own and others good quality gymnastics performance using appropriate vocabulary and can suggest and implement improvement.

Games and Fitness

Acquiring and developing skills

- ❖ Develop a variety of ball skills such as dribbling, stopping, passing, receiving and striking with more accuracy and consistency.
- ❖ Learn to throw and catch a ball in different ways (chest pass, overhead pass, bounce pass, over-arm, bowling, shooting).
- ❖ Throw, catch, pass, receive and shoot with increasing control and accuracy when under limited pressure to keep possession and score goals.
- ❖ Develop marking and defending skills.
- ❖ Develop skills in finding and using space and keeping control of a ball
- ❖ Use a range of equipment safely and with developing control.
- ❖ Understand how strength, stamina and speed can be improved by playing a game.

Selecting and applying skills

- ❖ Can use simple rules fairly and extend them to make up their own games.

and speed to match a given criteria on both floor and apparatus individually, in pairs and in groups.

Evaluating and improving performance

- ❖ Can evaluate their own and others performance, explaining how the sequence is formed using appropriate terminology based on a given criteria using appropriate vocabulary and can suggest and implement improvement.

Games and Fitness

Acquiring and developing skills

- ❖ Understand the use of position in games and their role within the team when attacking and defending.
- ❖ Develop communication skills and work as a team to use tactics to outwit an opponent.
- ❖ Can use a range of sending, receiving, shooting, striking (volley, forehand, backhand, etc.) fielding and travelling techniques with increasing control, accuracy and speed.

Selecting and applying skills

- ❖ Learn the rules and skills needed to compete in different recognised games (e.g. Tag rugby,

- ❖ passing and receiving).
- ❖ Be confident and safe in the spaces used
- ❖ Can listen to and follow instructions.
- ❖ Can describe and follow simple rules and know how to score.
- ❖ Develop co-operation and communication within a team (circle games, co-operative games, parachute games).
- ❖ Develop an understanding of fair play.
- ❖ Can compete in small sided (1v1, 2v2, 3v3) games.
- ❖ Can make choices about appropriate targets, space and equipment.
- ❖ Begin to develop a variety of tactics, choices and decision making, using space, keeping the ball and scoring points.
- ❖ Have the opportunity to participate in intra and inter school competitions

Evaluating and improving performance

- ❖ Can watch others and focus on specific actions to improve own skills.

Athletics

Acquiring and developing skills

- ❖ Can move safely between and around objects
- ❖ Develop running technique at fast, medium and slow speed, changing direction and run for longer distances.
- ❖ Perform run and jump sequences.
- ❖ Throw with increasing accuracy at a given target changing technique for distance.
- ❖ Develop good throwing techniques (underarm and overarm) with increasing accuracy and distance.
- ❖ Can jump and land safely using a variety of jumps (1 to 1, 2 to 2, 2 to 1, 1 to 2)
- ❖ Develop stamina, strength and speed.

- ❖ Can use simple tactics for attacking, keeping possession of the ball and getting into positions to score (e.g. change of pace, length and direction)
- ❖ Play a range of small team games (including invasion games, striking and fielding games and net/wall games) from 1v1 to 7v7, which demand choices, decision-making, and using space, keeping the ball and scoring.
- ❖ Understand the importance of making space, communicating with each other and working co-operatively as a team.
- ❖ Develop co-operation and communication within a team (circle games, co-operative games, parachute games)
- ❖ Have the opportunity to participate in intra and inter school competitions

Evaluating and improving performance

- ❖ Can identify good performance and suggest ways to improve their play.

Athletics

Acquiring and developing skills

- ❖ Can understand and demonstrate the difference between sprinting and running for sustained periods.
- ❖ Know and can demonstrate a range of throwing techniques (chest throw, overhead throw, javelin, discus, shot putt) safely and with increasing accuracy and distance towards a target area.
- ❖ Can perform a range of jumps (standing long jump, speed bounce, vertical jump, hop-skip-jump) showing consistent technique, landing safely with control.

kwik-sticks hockey, basketball, high fives, kwik cricket, short tennis, football, volleyball, rounders)

- ❖ Develop skills and tactics specific to a variety of games.
- ❖ Understand the need for different tactics and select appropriately for attacking and defending in different games.
- ❖ Have the opportunity to participate in intra and inter school competitions

Evaluating and improving performance

- ❖ Recognise strengths and weaknesses in their own and others performance and suggest ideas that will improve performance.
- ❖ Recognise the benefits of practice and reflection to improve personal and group performance.

Athletics

Acquiring and developing skills

- ❖ Choose the best pace for a running event in order to sustain running and improve personal target, speed and stamina.
- ❖ Show control and power at take off in jumping activities, improving techniques and distance.
- ❖ Develop increasing accuracy, technique and distance in a range of throwing activities.
- ❖ Can pass and receive a baton accurately.

Selecting and applying skills

- ❖ Compete in a range of team events.
- ❖ Can take part in relay activity.

Evaluating and improving performance

- ❖ Can watch and **evaluate** others and focus on specific actions to improve own skills.

Resources

LCP Athletics/Games/Gymnastics yr. 1 & 2
TOPS Athletics/Games/Gymnastics cards
AVIVA indoor athletics resource pack

Fit 4 Life

NZ fundamental skills on shared staff room

Val Sabine

Leapfrogs year 1 & 2

Selecting and applying skills

- ❖ Compete in a range of team events and races.
- ❖ Take part in relay activities knowing when to run and what to do.

Evaluating and improving performance

- ❖ Can identify good performance and suggest ways to improve own and others performance.
- ❖ Relate different athletic activities to change in heart rate, breathing

Resources

LCP Athletics/Games/Gymnastics yr. 3 & 4
TOPS Athletics/Games/Gymnastics cards
AVIVA indoor athletics resource pack

Fit 4 Life

NZ fundamental skills on shared staff room

Leapfrogs year 4 & 5

Val Sabine

Swimming

- ❖ Understand basic water safety being aware of themselves and others.
- ❖ Enjoy water and increase confidence.
- ❖ Move and float in water with or without swimming aids.
- ❖ Propel self in water using 3 basic strokes on front and back with increasing accuracy with or without aids.
- ❖ Swim 25m by year 6 without aids.
- ❖ Develop correct breathing techniques.

Selecting and applying skills

- ❖ Compete in a range of team athletic events and races.
- ❖ Take part in relay races using batons and change of baton.

Evaluating and improving performance

- ❖ Recognise strengths and weaknesses in their own and others performance and suggest ideas that will improve performance.
- ❖ Recognise the benefits of practice and reflection to improve personal and group performance.

Resources

LCP Athletics/Games/Gymnastics yr. 5 & 6
TOPS Athletics/Games/Gymnastics cards
AVIVA indoor athletics resource pack

Fit 4 Life

NZ fundamental skills on shared staff room

Leapfrogs PE Yr. 5 & 6

Val Sabine

Outdoor and Adventure Activities

- ❖ Develop orienteering and problem solving skills off site in unfamiliar locations.
- ❖ Apply skills and understanding to new challenges.
- ❖ Take part in problem solving activities involving planning and action.
- ❖ Work collaboratively in pairs and small groups to overcome challenges.
- ❖ Take part in challenging outdoor pursuits that test skills, endurance, stamina and character.

PHYSICAL WELLBEING, HEALTH AND LIFESTYLES

PSHME, INCLUDING DRUG EDUCATION AND SEX AND RELATIONSHIPS EDUCATION

EARLY

Personal and Social

- ❖ Adjust behaviour to different situations, and take changes of routine in their stride
- ❖ Be able to express a personal opinion. What do I like doing? What do I like about myself? What is special about me? What is special about my family?
- ❖ Identify and work towards personal targets.
- ❖ Identify and show respect for differences and similarities between people
- ❖ Share and identify common feelings and how to identify them, happiness, jealousy, fear etc.
- ❖ Discuss stories, which make me feel happy, sad.
- ❖ Know how to solve problems and resolve conflicts; be able to see another person's point of view.
- ❖ Identify when things have gone wrong and resolve the resolve them.
- ❖ Can say sorry and show forgiveness.
- ❖ Use mindfulness as a tool for managing feelings

Citizenship

- ❖ People, communities, neighbours and people who live near us
- ❖ Know that communities are groups of people; know roles and responsibilities in the classroom and school community.
- ❖ Describe adult jobs and roles in the wider

MIDDLE

Personal and Social

- ❖ Discuss different friendships. Do your friends have to be the same as you?
- ❖ What qualities do we look for in a friend? How do we show these qualities?
- ❖ How do people show they care about others? How can we help others to be friends?
- ❖ Know what makes us feel good, unhappy, angry, and sad.
- ❖ Discuss how events and others can affect our feelings.
- ❖ Encouraging a positive self-image.
- ❖ How can we show that we consider other's feelings? Try empathising and 'being in another's shoes'.
- ❖ Develop understanding of happiness having a direct impact on health.
- ❖ Use mindfulness as a tool for managing feelings

Citizenship

- ❖ Talk about different rules ... at home, in a family, school, local community.
- ❖ Are rules necessary? Life without rules or laws.
- ❖ Discuss familiar sanctions. Self-responsibility.
- ❖ What is a community? Discuss types of

LATER

Personal and Social

- ❖ Explore image and appearances. Judging others because of their appearance. Making assumptions based on gender, race, age, disability.
- ❖ Explore reasons for bullying and feelings of both bully and people bullied and what can be done.
- ❖ Discuss prejudice and discrimination, diversity, respecting beliefs and practices of others.
- ❖ Homophobia, the effects and strategies for dealing with it
- ❖ Discuss images projected in the media and how they can affect self-image and why.
- ❖ Develop understanding of needing to maintain and improve quality of life.
- ❖ Use mindfulness as a tool for managing feelings

Citizenship

- ❖ Develop awareness of rules in all communities.
- ❖ Discuss the differences between rules and laws, enforceable rules and conventions.
- ❖ Discuss the benefit and responsibilities of groups and communities.

community.

- ❖ Know about the structure of the school community and wider community, council, government, democracy and voting.
- ❖ Who are the adults in the school? Who takes care of us?
- ❖ Begin to develop concepts of cooperation and compromise.
- ❖ Understand and work towards the common good.
- ❖ Seeing another's view point and try to imagine their feelings.
- ❖ Resist bullying and discuss stories which and discuss stories which deal with problems.
- ❖ Through stories, consider losing someone special, things we remember about people, animals and friends

communities.

- ❖ ID which community groups people belong to either by choice (Brownies) or default (gender).
- ❖ Consider responsibilities and conditions of belonging.
- ❖ Local buildings and how the community uses them.
- ❖ Identify causes of conflict and ways to resolve them

Refugees

- ❖ Understand some of the reasons why people become refugees
- ❖ Explore themes of human rights, justice and how newcomers are treated.

Drug Education

- ❖ Why people take drugs or medicines.
- ❖ Discuss the harmful effects of smoking or drinking alcohol.
- ❖ Be familiar with laws regarding underage drinking / smoking and the importance of withstanding peer pressure.
Making well-informed decisions.

- ❖ Explore settling arguments, compromise and negotiation.
- ❖ Explore the work of the UN as international mediators.

Relationships and Sex Education

- ❖ Consider different kinds of love and ways of showing them.
- ❖ Discuss liking and loving and their differences.
- ❖ Challenge prejudice; acknowledge social, religious, cultural beliefs.
- ❖ Know the human reproduction cycle, the making of babies and how to prevent fertilisation.
- ❖ Recognise the responsibilities that come with relationships.
- ❖ Know how the body changes approaching puberty
- ❖ Learn about sexual health, HIV, AIDS, preventing infection.

Drug Education

- ❖ Discuss the dangers of all drugs and medicines.
- ❖ Vocalise why take drugs and ways of saying 'no'.
- ❖ Find out about laws relating to young adults ... restrictions on sex, alcohol, and cigarettes.

Transition

- ❖ Discuss concerns and apprehension for secondary school.
- ❖ Rehearse ways of making friends.
- ❖ Value change and own achievements

HEALTHY LIVING, INCLUDING KEEPING SAFE

Healthy Living

- ❖ Know that we have a right to be healthy and a responsibility to keep healthy.
- ❖ See science and P.E curriculum

Keeping Safe

- ❖ Talk about where to play in local area, discuss what is fun in the park and where is not safe to play.
- ❖ Say when you do/don't need help and know who to ask
- ❖ Think about caring for the environment, issues such as litter.
- ❖ Road safety and stranger danger training.

E safety

- ❖ Google and safe research
- ❖ On-line games – giving information e.g. personal details and passwords, chat rooms and forums
- ❖ E-mail – identity – spam and pop ups, filters
- ❖ Mobile phones – texting – contacts

Healthy Living

- ❖ Know that we have a right to be healthy and a responsibility to keep healthy.
- ❖ See science and P.E curriculum

Keeping Safe, Home alone, safety in the streets and independent travel

- ❖ Know how to stay safe inside my house and avoid household fires.
- ❖ In an emergency whom can we tell? Consider situations which are emergencies and which are not. Know who the emergency services are and how to make a 999 call. Know emergency phone numbers of adults who can help us.
- ❖ Know the role of the charity CRIMESTOPPERS
- ❖ Discuss situations when children are left at home which may be potentially dangerous e.g. locked out, fire or a stranger at front door. Rehearse escape plans
- ❖ Road safety and stranger danger training.

E safety

- ❖ Google and safe research and how to use, who to tell
- ❖ On-line games – revisit and look at content, age restrictions, why they are there
- ❖ Age appropriate media i.e. films age bands, downloading films illegally, computer games

Healthy Living

- ❖ Know that we have a right to be healthy and a responsibility to keep healthy.
- ❖ See science and P.E curriculum

Keeping Safe, Home alone, safety in the streets and independent travel

- ❖ Recognise what a crime is and how committing a crime can affect lives.
- ❖ Discuss which situations are anti-social, legal, illegal or unacceptable.
- ❖ Recognise what a weapon is, why some people may carry them and what the consequences are. What should I do if I know that someone has a gun or knife?
- ❖ What risky situations may I face on my journey to school alone? How can I keep safe? Know that carrying a mobile phone can help me feel safe but it can also make me unsafe. What are the risks of carrying a mobile phone?
- ❖ Why people cause arson
- ❖ Understand that some strangers may be unsafe and know how to deal with a situation when faced with a stranger trying to communicate with us.
- ❖ Know how to keep safe on the roads and railways when travelling independently.

E safety

- ❖ Social network, age restrictions, meeting people, what is a friend, giving information about yourself
- ❖ Revisit age appropriate games
- ❖ When and how to use a mobile phone – cross reference language and communication and

❖ Cyber bullying – what to do and who to tell – and what is it

Xbox Nintendo

- ❖ E-mail – parental checking and spam and filters, attachments, unknown contacts
- ❖ Mobile phones – access to internet,
- ❖ Social networking – Facebook etc. add-ons, cyber bullying
- ❖ Chat rooms through games
- ❖ Facebook, Twitter, Instagram, yik yak, instant messaging, movie star planet
- ❖ Appropriate images

social skills

- ❖ Safety with mobile phones – when and how to use appropriately
- ❖ Social networking – Facebook etc. add-ons, cyber bullying
- ❖ Facebook, Twitter, Instagram, yik yak, instant messaging, movie star planet
- ❖ Chat rooms through games
- ❖ Appropriate images

PHYSICAL WELLBEING, HEALTH AND LIFESTYLES

HEALTHY LIVING, INCLUDING FOOD AND GROW, COOK, EAT

EARLY	MIDDLE	LATER
<p>Food</p> <ul style="list-style-type: none"> ❖ Combine fruits or vegetables according to their sensory characteristics ❖ Learn about the range of fruit and vegetables ❖ Know that there is a wide variety of fruit and vegetables available which can be grouped and individually named ❖ Recognise that fruit and vegetables may require treatment before being eaten and know what the treatment is ❖ Learn basic food handling, hygienic practices and personal hygiene, including how to control risk by following simple instructions ❖ Know that fruit and vegetables have nutritional value and are an important part of our diet ❖ Consider that food processing can affect appearance, texture, odour and taste to record the results of their experiments 	<p>Food</p> <ul style="list-style-type: none"> ❖ Combine fresh, precooked and processed foods according to their sensory characteristics ❖ Consider that people have different preferences ❖ Explore databases that are useful for holding survey information ❖ Divide food into different groups ❖ Recognise foods that form a healthy diet ❖ Explore different combinations of ingredients can affect the taste and texture of the product ❖ Use appropriate language related to food products ❖ Learn about the importance of hygienic food preparation and storage ❖ Recognise that combinations of ingredients, preparation and cooking can affect the end product 	<p>Food</p> <ul style="list-style-type: none"> ❖ Adapt a recipe by adding or substituting an ingredient ❖ Change ingredients by using a heat source ❖ Recognise there is a wide variety of bread products from different cultural traditions ❖ Recognise that bread products are an important part of a balanced diet ❖ Investigate and evaluate bread products according to their characteristics ❖ Use an appropriate vocabulary to describe bread products ❖ Compare the processes involved in making bread products – commercial and domestic ❖ Recognise that ingredients have different characteristics ❖ Know that the proportion of ingredients will affect the product ❖ Apply the rules for basic food hygiene and other safe practices
<p>Enjoying Food</p> <ul style="list-style-type: none"> ❖ Understand the important social aspects of food and how families in the past ate. ❖ Know that lots of food ingredients are used around the world ❖ Have a deeper understanding of the country they are studying, their food and customs. ❖ Experience food from a different culture, understand how different families eat their 	<p>Enjoying Food</p> <ul style="list-style-type: none"> ❖ Understand the important social aspects of food and how families in the past used to eat. ❖ Know that lots of food ingredients are used around the world ❖ Recognise that diets around the world are based on the 5 food groups ❖ Experience food from a different culture ❖ Learn skills to create food for special occasions 	<p>Enjoying Food</p> <ul style="list-style-type: none"> ❖ Recognise that food around the world is prepared in different ways sometimes because of culture, customs and religion ❖ Know about a country and how its customs and culture can affect the food people eat ❖ Experience food from a different culture ❖ Understand how different families eat their meals and know how to use basic cooking

meals and know how to use basic skills and equipment to prepare food.

- ❖ Experience the part food has to play in special, social occasions
- ❖ Understand that a family sitting and eating together is a good thing and that taking part in what they eat at home is fun.

Cooking

- ❖ Recognise a range of basic ingredients.
- ❖ Know that ingredients are available from different shops/markets, or grown at home.
- ❖ Know that some ingredients need to be prepared before they can be eaten.
- ❖ Know that some equipment has a special job and know what that special job is, e.g. colander, peeler.
- ❖ Use a range of simple equipment.
- ❖ Use basic cooking skills to make a dish.
- ❖ Know that different foods need to be stored differently.
- ❖ Know the hygiene and safety rules, which need to be followed before, during and after cooking.
- ❖ Know that people eat different food and meals according to the time of day, who they are and the occasion.

Healthy Eating

- ❖ Understand that food is a basic requirement of life.
- ❖ Understand that we need food to grow, be active and maintain health.
- ❖ Talk about foods they like and dislike with reasons.
- ❖ Understand that we eat different food depending on the time of day, occasion and lifestyle.

- ❖ Understand that a family sitting and eating together is a good thing and that taking part in what they eat at home is fun

Cooking

- ❖ Know that there is a vast range of ingredients used around the world.
- ❖ Understand that diets around the world are based on similar food groups.
- ❖ Know that food is prepared in different ways due to a number of factors, including country, culture, custom and religion
- ❖ Use the eat-well plate and consider the needs of different people when planning and cooking food.
- ❖ Suggest and demonstrate healthier ways to prepare and cook foods.
- ❖ Read and interpret basic nutrition information on food packaging when making choices.
- ❖ Plan and prepare food appropriate for a range of different occasions.

Healthy Eating

- ❖ Understand that a range of factors determine what is eaten throughout the world. Diets vary between individuals for reasons such as availability, preference, resources, time, culture and religion.
- ❖ Understand that a variety and balance of food and drink is needed in a healthy diet.
- ❖ Understand that different diets may comprise similar raw foods, combined in different ways.

skills and equipment to prepare food

- ❖ Experience the part food has to play in special, social occasions

Cooking

- ❖ Write and follow recipes.
- ❖ Weigh and measure accurately.
- ❖ Select and use the most appropriate ingredients and equipment to plan and cook a range of dishes.
- ❖ Modify existing recipes.
- ❖ Demonstrate an extended range of food skills and techniques.
- ❖ Know that food can spoil and decay due to the action of microbes, insects and other pests.
- ❖ Understand and use date marks and food storage instructions on food packaging.
- ❖ Demonstrate good personal hygiene when cooking.
- ❖ Demonstrate good food safety and hygiene when cooking.

Healthy Eating

- ❖ Understand that different types of food provide different amounts of energy.
- ❖ Understand that different amounts of food, known as portions, provide different amounts of energy.
- ❖ Understand that all food and drink provide nutrients.
- ❖ Understand that energy is provided by the nutrients carbohydrate, fat and protein.

- ❖ Sort a selection of foods into the eat-well food groups.
- ❖ Recognise the 5 groups from the eat-well plate.
- ❖ Put together a balanced meal by choosing foods from different food groups.
- ❖ Know that everyone should eat at least 5 portions of fruit and vegetables every day.

Food and Farming

- ❖ Understand that all food comes from plants or animals.
- ❖ Sort a number of foods into plant or animal groups.
- ❖ Give examples of foods from animal sources
- ❖ Give examples of foods from plant sources.
- ❖ Know how animals are farmed.
- ❖ Know how plants are farmed.
- ❖ Know that people can grow their own food at home.
- ❖ Know that food is changed from *farm to fork* to make it safe to eat.
- ❖ Know the farm to fork stages for some basic foods.

- ❖ Identify and classify unfamiliar and composite dishes according to the 5 groups depicted in the eat-well plate.
- ❖ Understand the different proportions of the model in relation to their own diet.
- ❖ Use the eat-well plate when devising meals and menus for themselves and others

Food and Farming

- ❖ Name the sources of common ingredients found in meals.
- ❖ Name some foods produced in the UK.
- ❖ Name some foods produced outside the UK.
- ❖ Know that climate and conditions affect when and where food is produced.

- ❖ Understand that other nutrients include vitamins and minerals, which are needed to keep the body healthy.
- ❖ Understand that some foods also provide fibre. The body does not digest this.
- ❖ Recognise that the amount of energy and nutrients provided by food depends on the portion eaten.
- ❖ Understand the functions of different nutrients.
- ❖ Recognise the nutrients provided by each section of the eat-well plate.

Food and Farming

- ❖ Know that food goes through basic processes before it reaches us.
- ❖ Know that at home we process food to make it edible and safe.
- ❖ Know that food is processed on a large scale in places such as restaurants and factories to make it edible and safe to eat.

SCIENTIFIC AND TECHNOLOGICAL UNDERSTANDING

SCIENCE

At Brindishe and Lee Manor Schools we believe that the skills and knowledge taught, learnt and applied through science are crucial to the development of every child and their understanding of the world around them. Children build on what they already know and can do. Teachers plan for, teach and assess the Scientific Enquiry skills that children require to be able to investigate accurately and explain what they have found out. Children will also develop knowledge of Life Processes and Living Things, Materials and Their Properties and Physical Processes through hands-on, practical experiences. Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1 and 2.

EARLY

Working Scientifically

- ❖ asking simple questions and recognizing that they can be answered in different ways – asking people questions, using simple secondary sources, conducting simple tests
- ❖ observing closely, using simple equipment (for example, hand lenses, egg timers)
- ❖ performing simple tests
- ❖ identifying, comparing, classifying and grouping objects, materials and living things
- ❖ using their observations and ideas to suggest answers to questions
- ❖ gathering and recording data to help in answering questions
- ❖ observe changes over time and begin to notice patterns and relationships
- ❖ begin to use simple scientific language

MIDDLE

Working Scientifically

- ❖ asking relevant questions and using different types of scientific enquiries to answer them
- ❖ setting up simple practical enquiries, comparative and fair tests
- ❖ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- ❖ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- ❖ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- ❖ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- ❖ using results to draw simple conclusions,

LATER

Working Scientifically

- ❖ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- ❖ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- ❖ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- ❖ using test results to make predictions to set up further comparative and fair tests
- ❖ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- ❖ identifying scientific evidence that has been used to support or refute ideas or arguments.

Life Process and Living Things

- ❖ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees.
- ❖ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores
- ❖ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- ❖ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- ❖ explore and compare the differences between things that are living, dead, and things that have never been alive, identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- ❖ identify and name a variety of plants and animals in their habitats, including micro-habitats, describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- ❖ observe and describe how seeds and bulbs grow into mature plants, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- ❖ notice that animals, including humans, have

make predictions for new values, suggest

- ❖ improvements and raise further questions
- ❖ identifying differences, similarities or changes related to simple scientific ideas and processes
- ❖ using straightforward scientific evidence to answer questions or to support their findings.

Life Process and Living Things

- ❖ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers, explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant, investigate the way in which water is transported within plants, explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- ❖ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat, identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- ❖ recognise that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment, recognise that environments can change and that this can sometimes pose dangers to living things, describe the simple functions of the basic parts of the digestive system in humans
- ❖ identify the different types of teeth in humans and their simple functions, construct and

Life Process and Living Things

- ❖ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, describe the life process of reproduction in some plants and animals, describe the changes as humans develop to old age.
- ❖ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals, give reasons for classifying plants and animals based on specific characteristics,
- ❖ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood, recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function, describe the ways in which nutrients and water are transported within animals, including humans

Materials and Their Properties

- ❖ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets, know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- ❖ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating, give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials,

offspring which grow into adults, find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

- ❖ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Everyday Materials

- ❖ distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties.
- ❖ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Seasonal Changes

- ❖ observe changes across the four seasons
- ❖ observe and describe weather associated with the seasons and how day length varies.

Physical Processes

- ❖ where light comes from, if we can see in the dark, how to stay safe in the dark, recognise and describe different sounds, describe how sounds are made by an object, how we hear sounds and how sounds change as they travel
- ❖ how we move and how things around us

interpret a variety of food chains, identifying producers, predators and prey

Materials and Their Properties

- ❖ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties, describe in simple terms how fossils are formed when things that have lived are trapped within rock, recognise that soils are made from rocks and organic matter.
- ❖ compare and group materials together, according to whether they are solids, liquids or gases, observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- ❖ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Physical Processes

- ❖ recognise that they need light in order to see things and that dark is the absence of light, notice that light is reflected from surfaces, recognise that light from the sun can be dangerous and that there are ways to protect their eyes, recognise that shadows are formed when the light from a light source is blocked by a solid object, find patterns in the way that the size of shadows change.
- ❖ compare how things move on different surfaces, notice that some forces need contact between two objects, but magnetic forces can act at a distance
- ❖ observe how magnets attract or repel each other and attract some materials and not

including metals, wood and plastic, demonstrate that dissolving, mixing and changes of state are reversible changes, explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

- ❖ understand what is meant by dissolving, understand what is meant by evaporation, what factors affect how a solid dissolves, how to describe different changes, physical and chemical, how some changes are different, either reversible or irreversible (A new material is produced), recognise hazards when materials change (burning)

Physical Processes

- ❖ describe the movement of the Earth, and other planets, relative to the Sun in the solar system, describe the movement of the Moon relative to the Earth, describe the Sun, Earth and Moon as approximately spherical bodies, use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- ❖ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object, identify the effects of air resistance, water resistance and friction, that act between moving surfaces, recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
- ❖ recognise that light appears to travel in

move, how we can move things, show we stay safe

- ❖ what pushes and pulls can do, what pushes and pulls are
- ❖ things which use electricity, the dangers of electricity, how to make electrical circuits

others, compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials, describe magnets as having two poles, predict whether two magnets will attract or repel each other, depending on which poles are facing.

- ❖ identify how sounds are made, associating some of them with something vibrating, recognise that vibrations from sounds travel through a medium to the ear, find patterns between the pitch of a sound and features of the object that produced it, find patterns between the volume of a sound and the strength of the vibrations that produced it, recognise that sounds get fainter as the distance from the sound source increases.
- ❖ identify common appliances that run on electricity, construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers, identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery, recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit, recognise some common conductors and insulators, and associate metals with being good conductors.

straight lines, use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye, explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes, use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit, compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches, use recognised symbols when representing a simple circuit in a diagram.

Evolution and heritage

Year 6

- ❖ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- ❖ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- ❖ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

SCIENTIFIC AND TECHNOLOGICAL UNDERSTANDING

COMPUTING

EARLY

Information Technology

- ❖ Able to explore a simple web page and develop understanding of 'home' and 'back' button.
- ❖ Use a variety of sources to find information for a theme e.g. video, podcasts. Children are able to navigate around a specific website such as espresso.
- ❖ Able to log onto network or class area.
- ❖ Able to log onto and navigate around MLE and use links on class pages.
- ❖ Develop understanding of how to select search phrases carefully to make searching more effective.
- ❖ Using the Internet appropriately and be aware that the Internet can contain images and information that is unsuitable for children.
- ❖ Recognise common uses of information technology beyond school

Data Handling

- ❖ Use simple data handling software to create a range of graphs and charts.

MIDDLE

Information Technology

- ❖ Be able to use the Internet to find information on a range of topics with guidance on websites that may be useful to them and at an appropriate level and be able to find copyright free images/sounds/video and use these to create reports/presentations.
- ❖ Be able to refine their searching skills to find what they are looking for.
- ❖ Children understand how to extract relevant information that they understand and can paraphrase information. They understand the terms plagiarism and copyright.
- ❖ Understand that not all information on the Internet is accurate and that there is a need to check information from several different sources.
- ❖ Using the Internet appropriately and be aware that the Internet can contain images and information that is unsuitable for children.

Data Handling

- ❖ Use different data handling packages to create forms/tables/databases, insert data, create graphs and import these into another media (Word, PowerPoint, Pages, Blog, etc.) to create a report.
- ❖ Use data loggers to record temperature, light and sound in Science and Geography and be able to import data into a data handling

LATER

Information Technology

- ❖ Choose to use the internet independently, knowing how to search effectively, check reliability of information, find copyright free material and present it in their own way in their own words.
- ❖ Reference material they have found on the Internet in their work.
- ❖ Using the Internet appropriately and be aware that the Internet can contain images and information that is unsuitable for children.
- ❖ Be aware of the global situation and the role of broadband and other types of Internet connection. Understand that in some areas/countries Internet connections may be slower/controlled or restricted or non-existent.

Data Handling

- ❖ Independently choose a data-handling package to create tables and databases, insert, sort and analyse data.
- ❖ Choose the most appropriate graph format and explain their decision.
- ❖ Through analysis, check the reliability of the data obtained and know where to try again if there is inaccurate information.

package

Sharing, Playing and Collaborating Online

- ❖ Understand the importance of not giving out personal information whilst online e.g. Moshi monsters, club penguin,
- ❖ Be aware of how to complain if someone is rude or upsetting.
- ❖ Understand some of the ways in which we can share ideas e.g. Fronter, email, blogs.
- ❖ Use Email to ask questions and share ideas, setting up an address book and sending attachments.
- ❖ Compare all the different forms of communication available on the web...blogs, twitter, club penguin, bin weevils, YouTube, email, instant messaging and Facebook.

Digital Literacy Images and Text

- ❖ Be able to use a variety of devices to record images – camera, flip video, iPads, tablets etc.
- ❖ Be able to create a picture for a purpose, e.g. using an art app, 2Simple Paint
- ❖ Use a variety of tools in an art package.
- ❖ Be able to use and look after devices to access audio books and music.
- ❖ Be able to create a multimedia document/presentation to convey information or express an opinion or provide an experience for its audience, PowerPoint,

Sharing, Playing and Collaborating Online

- ❖ Communicate with others and share ideas through Blogging, Email, Fronter and safe versions of Twitter (Edmodo, j2e). Choose the most appropriate form of communication for the purpose at hand.
- ❖ Understand that forums, discussions, blogs and for a wider audience and that they must act responsibly and respectfully when contributing to these or commenting on the ideas of others.
- ❖ To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying (This includes both positive and negative influences and learning about how to deal with different types of bullying (physical, verbal, via mobile phones, online), how to recognise it, how to seek help and how to develop strategies for coping with it)

Digital Literacy Images, Text and Audio

- ❖ Create multimedia presentations with text, images, sound, video and hyperlinks in a range of formats (PowerPoint, Word, Publisher, j2e, Fronter page, Pages, etc.
- ❖ Understand their audience and choose colour, text fonts, boxes and transitions appropriately.
- ❖ Use various art packages to draw/import own pictures. Use a range of techniques and effects to show different atmospheres/feelings.

- ❖ Present their information using a variety of media, explaining their choices by considering their audience.

Sharing, Playing and Collaborating Online

- ❖ Independently choose which medium to share ideas and work they have created
- ❖ Are fully aware of and can discuss all E-safety issues regarding sharing personal information and passwords, how to communicate safely and with whom, how to adapt language for different purposes and the impact of cyber bullying.
- ❖ to recognise how their behaviour and the behaviour of others may influence people both positively and negatively
- ❖ Understand the importance of creating online profiles, which are safe, secure and age appropriate.
- ❖ Use embed codes to insert games, video, online content into a blog/Fronter/website.

Digital Literacy Multimedia

- ❖ Use advanced tools in word processing and presentational software e.g. line spacing. Columns, tables, text boxes, aligning text, transitions and hyperlinks that best meet the needs of that audience.
- ❖ Combine text, images, sound and video with effects and transitions that meet the needs of the audience and help to convey meaning (atmosphere/feelings) rather than simply to impress.
- ❖ Create online stories to share and then

podcasting, pages, word doc., animation, multimedia blog entry.

- ❖ Use Audacity/Garageband/Broadcaster to create layered sounds to tell a story with speech, sound effects and background music.
- ❖ Create an animation to tell a story/explain an idea, using stop-frame animation or online animations software.
- ❖ Be able to discuss effectiveness of work, their choices and how they could improve it.
- ❖ Work collaboratively to share, develop and refine ideas.

embedding into a blog/Fronter/website.

- ❖ Create podcasts/radio shows to tell stories/explain ideas/share information. They discuss their choices, audience and impact.
- ❖ Create powerful images using a range of effects to persuade using art software both drawing their own and importing images.
- ❖ Create films and animations using a range of software to express stories and ideas. Use more advanced techniques and effects for a more powerful effect on their audience.
- ❖ Children regularly evaluate their work and its effectiveness.

Using Devices

- ❖ Understand how to look after devices.
- ❖ Know how to turn on the devices they use – laptop, desktop, iPads, camera...
- ❖ Be able to save a document to a specific location and be able to retrieve a document through a number of routes– recent doc.,open program used, finder search....
- ❖ Understand the importance of sensible file naming.
- ❖ Understand the terms: mouse, keyboard, screen, desktop, browser, icon, internet.
- ❖ Understand that browsers are used to access the Internet and that there are different browsers. Recognise a few key icons for browsers.
- ❖ Be able to navigate between tabs and use bookmarks.
- ❖ Be able to upload images from a camera, flip cam onto a laptop or desktop to use at a later date or as part of a multimedia project.
- ❖ Understand health and safety issues – not sitting at a screen for too long, using a stand to tilt screen on mobile devices in order to

Using Devices

- ❖ Know how to upload a file onto Fronter.
- ❖ On desktops and laptops know how to create folders and organise any area that is associated with them.
- ❖ Be able to problem solve difficulties with various devices.
 - How can I get rid of a pop up window?
 - I have a spinney wheel, what can I do?
 - The software is unresponsive...what are my options?
 - Check cables
 - Understand garbage in, garbage out rule.
 - Be able to force quit (Ctrl+Alt+Del).
- ❖ Know how to save work to a hard drive and in a 'cloud' so they can access documents from any computer that can access the Internet.
- ❖ Be familiar with the terms, USB, Ethernet, cloud computing, server, hardware, software, know there are different file types and have a general idea of the type of file the most

Using Devices

- ❖ Be able to talk about which device, if any, is the best suited to the task and be able to talk about the reasons for their selection. They will need to consider final purpose and state of product – paper copy, digital copy and how it can be transferred.
- ❖ Understand how to use the finder options to locate folders and files, applications and key words within a text (online or in a local document)
- ❖ Understand the units of measure for digital information – bits, bytes, megabytes, and gigabytes and become familiar with typical file sizes for particular document types.

achieve an appropriate posture.

common ones are (wav, avi, jpg, tiff, mp3, doc.txt etc.)

Computer Science and Technological Understanding

- ❖ Be able to use a simple control device such as a beebot. Understand the device will only act on information given and that the information needs to be input in a specific way for the device to work.
- ❖ Be able to record instructions for a control device to achieve a particular outcome.
- ❖ Understand that a list of instructions to a device can be called a program.
- ❖ Create programs using software such as 2Simple2Go.
- ❖ Begin to understand that all devices need to be given some information from us e.g., on a camera choose playback, photo or video,
- ❖ Know that an icon represents a function –e.g. the print icon, save,
- ❖ Modelling - Be able to explore different options available in a paint program –simulate a scene at different times of day.
- ❖ Be able to use a simulator to answer a ‘what if’ question, science clip animations, Lego creator, 2Simple.
- ❖ Understand real-life applications of a simulation, e.g. aircraft, surgeons

Computer Science and Technological Understanding

- ❖ to refine sequences of instructions to control events or make things happen using ICT (For example to control events in a lighting sequence or make things happen when controlling a device such as a model vehicle)
- ❖ Know where instructions/programming are used in the wider world.
- ❖ Use models and simulations to show and control real-life situations e.g. PowerPoint, textease, duck program.
- ❖ Create computer games using construct/scratch/kodu, understanding the basics of computing programming and that there is code written behind the instructions.

Computer Science and Technological Understanding

- ❖ to explore and explain how significant innovations and inventions (This includes exploring the contributions of historically significant scientists, technologists and engineers) have come about and how they have changed the way people live and use ideas from other cultures and times to inform own experiments, investigations and designs
- ❖ Be able to consider the possibilities in the future with technology – how lives have changed and society has benefited. (Scientific and technological developments that affect the physical and living worlds include the consideration of medicine and health, farming and agriculture, travel, communication and entertainment, pollution and climate change)
- ❖ to make controllable systems or models, devising and refining (Inc. the use of conditional statements, procedures or subroutines) sequences of instructions taking into account users, purposes and needs. E.g. use – Scratch /Kodu/Alice/SketchUp/ Mindstorms/Raspberry Pi
- ❖ Evaluate programming skills and work, considering the audience and its effectiveness.
- ❖ Understand the role of computer networks and protocols involved.

Continuous – throughout age ranges

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> ❖ Computational Thinking – using a range of thinking modes to solve problems | <ul style="list-style-type: none"> ❖ Algorithmic thinking – devising a solution to a problem with all the details covered. ❖ Transforming problems – re-using solutions or parts of solutions. (re-cursive thinking) | <ul style="list-style-type: none"> ❖ Analytical thinking – comparing solutions and finding the most efficient solution. |
|---|---|---|

SCIENTIFIC AND TECHNOLOGICAL UNDERSTANDING

DESIGN AND TECHNOLOGY

In Key Stage 1 and 2, through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in a **repetitive process of designing and making**. The topics below (e.g. homes, packaging, kites) are merely suggestions for teachers. It is the design, making and evaluating process that pupils should be taught. Teachers plan at least one structure, one mechanisms and one textile project per year. Suggested activities and learning objectives can be found below.

DESIGNING, MAKING AND EVALUATING

Key Stage 1

Design

- ❖ design purposeful, functional, appealing products for themselves and other users based on design criteria
- ❖ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- ❖ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- ❖ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- ❖ explore and evaluate a range of existing products
- ❖ evaluate their ideas and products against design criteria

Key Stage 2

Design

- ❖ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- ❖ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- ❖ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- ❖ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- ❖ investigate and analyse a range of existing products
- ❖ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- ❖ understand how key events and individuals in design and technology have helped shape the world

EARLY

Structures – Homes

- ❖ Use basic tools safely and appropriately
- ❖ Work with paper and card – cutting, shaping and joining
- ❖ Use simple methods for making freestanding structures stronger and more stable
- ❖ Recognise that we live in many different types of homes
- ❖ Name different buildings and main features
- ❖ Observe carefully and draw simple shapes
- ❖ Recognise and name basic mathematical shapes in the context of houses and homes
- ❖ Use basic joining techniques for 3D modelling using glues and masking tape
- ❖ Make simple hinges
- ❖ Make structures more stable
- ❖ Use construction kits to aid modelling
- ❖ Use their own experiences when developing ideas
- ❖ Clarify ideas through discussion
- ❖ Make suggestions as to how to proceed
- ❖ Assemble, join and combine 2D and 3D materials into a model
- ❖ Evaluate products made, commenting on main features

Structures – Garden Seats

- ❖ Use simple methods for making freestanding structures stronger and more stable
- ❖ Use construction kits to construct models.
- ❖ Assemble and join framework structures.
- ❖ Relate the way things work to their intended purpose
- ❖ Discuss how materials and components have

MIDDLE

Structures – Packaging

- ❖ Use strong shell structures
- ❖ Relate the way things work to their intended purpose
- ❖ Find out what other users say about a specific product
- ❖ Explore how materials and components have been used how the working characteristics of materials relate to the ways materials are used
- ❖ Recognise that 3D shapes can be constructed from nets and that the final 3D shape is dependent on the shape of the net
- ❖ Examine how to measure, mark out, cut, score and assemble the net of a 3D shape how to create different styles of writing for a purpose
- ❖ Generate ideas for an item of packaging, considering its purpose and user/s
- ❖ Explore, develop and communicate design proposals by modelling ideas
- ❖ Create a package for a given purpose
- ❖ Evaluate design ideas as they develop, and indicate ways of improving ideas
- ❖ Evaluate against design criteria

Structures – Strengthening framework structures

- ❖ Investigate a range of 3D shapes and containers.
- ❖ Discuss used packaging: what was the packet used for? Was the packaging really necessary? What materials have been used? Has it been strengthened in any way? Can the materials be recycled or reused?

LATER

Structures – Kites

- ❖ Reinforce and strengthen framework structures, relating strength to shape
- ❖ Relate the way things work to their intended purpose
- ❖ Seek information from a wide range of sources on different structures
- ❖ Record evaluations using labelled drawings
- ❖ Develop different strategies to elaborate, embellish, expand and develop designs.
- ❖ Explore how structures can fail when loaded, and techniques for reinforcing and strengthening them
- ❖ Join and combine materials and components accurately in temporary and permanent ways
- ❖ Critically evaluate existing designs in order to improve them
- ❖ Develop a clear idea of what has to be done, plan how to use materials, equipment and processes, and suggest alternative methods of making if first attempts fail
- ❖ Critically reflect on ideas in order to improve them.
- ❖ Evaluate products, identifying strengths and areas for development, and carrying out appropriate tests

Structures – Shelters

- ❖ Reinforce and strengthen framework structures, relating strength to shape
- ❖ Relate the way things work to their intended purpose
- ❖ Seek information from a wide range of sources on different structures and how they support things

<p>been used, people's needs, and what other users say about them</p> <ul style="list-style-type: none"> ❖ Assemble, join and combine materials and components together using a variety of temporary methods ❖ Make their structures more stable and able to withstand greater loads ❖ Recognise shapes and their application in simple structures ❖ Draw on their own experience to help generate ideas ❖ Use the appropriate vocabulary for naming and describing the equipment, materials and components they use ❖ Make prototypes that reflect their ideas ❖ Evaluate their products as they are developed, identifying strengths and possible changes they might make 	<ul style="list-style-type: none"> ❖ Disassemble a 3D shape to investigate the net the shape is made from, either by handling a shape, which can be undone to show the net. ❖ Try out different ways to strengthen card, gluing on strips of card, using papier maché, painting in PVA etc. using reclaimed materials where possible. ❖ Re-glue the box inside out using the original flaps to make a new container. Test it for stability and strength. Investigate ways to make the container stronger. ❖ Investigate how the container could be split into compartments by placing pieces of card across. Find ways of attaching the card neatly. ❖ Consider what the person will use the desk tidy for, where they might put it, whether they have any particular likes or dislikes that might affect the shape or colour of the desk tidy. ❖ Use a 3D drawing program to model their design. Make a mock up using reclaimed paper. ❖ Evaluate work against the original criteria of strength, stability and use of reclaimed materials. How well does it hold its contents and meet the needs of the intended user? 	<ul style="list-style-type: none"> ❖ Explore how materials and components have been used to record their evaluations using drawings with labels ❖ Consider how structures can fail when loaded, and techniques for reinforcing and strengthening them ❖ Join and combine materials and components accurately in temporary and permanent ways ❖ Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways ❖ Develop a clear idea of what has to be done, plan how to use materials, equipment and processes, and suggest alternative methods of making if first attempts fail ❖ Evaluate products, identifying strengths and areas for development, and carrying out appropriate tests
<p>Textiles – Puppets</p> <ul style="list-style-type: none"> ❖ Use/draw around a template ❖ Use simple joining techniques ❖ Join sheet materials using glue ❖ Discuss ideas with others ❖ Draw products ❖ Recognise that there are different types of puppets ❖ Recognise that puppets are made up of different parts ❖ Make simple drawings and label parts ❖ Recognise that ideas for their own designs can 	<p>Textiles</p> <ul style="list-style-type: none"> ❖ Use a 2-D fabric shape to make a 3-D product ❖ Use patterns/templates and fastening techniques that products are designed for different purposes and different users ❖ Evaluate products and identify criteria that can be used for their own designs ❖ Make labelled drawings from different views showing specific features ❖ Sew using a range of different stitches, weave and knit ❖ Recognise that fabrics have different 	<p>Textiles</p> <ul style="list-style-type: none"> ❖ Use a combination of pattern pieces and fabric shapes to make a 3-D product ❖ Ensure accuracy in pattern making ❖ Recognise that products are designed for a particular purpose and are suitable for different users ❖ Consider that a designer needs to think about appearance, function, cost and safety when designing products; ❖ Explore many different materials which can be used on a product

be developed by looking at a selection of puppets

- ❖ Identify simple design criteria
- ❖ Model ideas by making a paper mock-up
- ❖ Mark out, cut and join fabric pieces to make the main part of puppet
- ❖ Use appropriate finishing techniques
- ❖ Evaluate against design criteria

Textiles - Alternative – Sunhat

- ❖ Recognise that there are different types of hat and hats are designed for different purposes and different uses
- ❖ Evaluate existing hats and identify criteria to use in their own designs
- ❖ Make simple annotated drawings
- ❖ Recognise that some joining techniques are stronger/weaker than others
- ❖ Compare joining techniques
- ❖ Recognise that fabrics have different properties
- ❖ Use basic sewing techniques
- ❖ Use simple vocabulary associated with textiles
- ❖ Evaluate product identifying strengths and areas for development against the original specifications
- ❖ Recognise that ideas for their own designs can be developed by looking at a selection of existing hats
- ❖ Design a product for a specific purpose

properties

- ❖ Investigate that some joining techniques are stronger/weaker than others
- ❖ Explore that fabric can be joined in temporary and permanent ways
- ❖ Model ideas with paper or inexpensive fabric
- ❖ Use simple decorative techniques e.g. dyeing, embroidery or fabric paints
- ❖ Design a product using textiles for a specific purpose
- ❖ Appreciate the aesthetic qualities of a design
- ❖ Draw up simple design specifications
- ❖ Make a plan of how to make the product
- ❖ Make a paper pattern/template that uses a seam allowance
- ❖ Measure, tape or pin, cut and join fabric with some accuracy

Textiles – Alternative - Bag

- ❖ Calculate dimensions suitable to meet a chosen purpose.
- ❖ Cut rectangular patterns/templates and join fabrics by stitching.
- ❖ Consider how other materials can add further properties to textiles
- ❖ Identify criteria that can be used for designs
- ❖ Make labelled drawings from different views showing specific features
- ❖ Sew using running stitch
- ❖ Explore the different properties of fabrics
- ❖ Recognise that fabric can be joined in temporary and permanent ways to use simple decorative techniques e.g. appliqué, embroidery or fabric paints that plastic strips cut from folders, or plastic plant 'canes' are flexible and can be bent but then they spring back to straightness
- ❖ Design a product using textiles for a specific

- ❖ Recognise that pattern/templates can be used many times and this ensures consistency in size
- ❖ Pin, sew and stitch materials together
- ❖ Use a simple sewing machine (if available).
- ❖ Develop a design specification
- ❖ Communicate ideas through drawings and modelling
- ❖ Plan the order of work, choose appropriate materials, tools and techniques
- ❖ Construct products using permanent joining techniques
- ❖ Consider how to achieve a quality product
- ❖ Evaluate products identifying strengths and areas for development and carrying out appropriate tests.

- ❖ Model ideas by making a cardboard mock-up
- ❖ Mark out, cut and join material to make main part of hat
- ❖ Evaluate product against the original design criteria

- ❖ purpose
- ❖ Appreciate the aesthetic qualities of a design
- ❖ Draw up simple design specifications
- ❖ Make a plan of how to make the product
- ❖ Measure, tape, cut and join fabric with some accuracy
- ❖ Evaluate their product identifying strengths and areas for development against the original specifications

Mechanisms – Moving Pictures

- ❖ Design and make something for somebody for some purpose, e.g. LEGO We Do
http://www.youtube.com/watch?v=h_L3A1kXIT0
- ❖ Use simple levers and sliders
- ❖ Use simple moving joints
- ❖ Use scissors safely to cut paper and thin card
- ❖ Join materials using sticky tape, glue and paper fasteners
- ❖ Draw pictures that can be cut out
- ❖ Follow simple oral instructions
- ❖ Have already encountered storyboards as a means to sequence and illustrate a story.
- ❖ Recognise that simple levers and sliding mechanisms can be used to create movement;
- ❖ Recognise that ‘lift the flap’ or ‘hide and reveal’ mechanisms offer an element of surprise
- ❖ Investigate that levers are used in products e.g. scissors, balances and moving books
- ❖ Recognise that a storyboard is a device to sequence and illustrate events in a story and that construction kits can be used to try out ideas
- ❖ Follow examples to make simple flap, wheel, sliding and lever mechanisms
- ❖ Mark and make holes in paper or thin card using everyday tools
- ❖ Use glue sparingly;

Mechanical Control – Year 3

- ❖ Use a simple pneumatic system to create movement
- ❖ Explore how air pressure can be used to produce and control movement
- ❖ Examine techniques for making simple pneumatic systems
- ❖ Compare the effectiveness of different systems to use appropriate vocabulary to describe how things work
- ❖ Assemble simple pneumatic systems
- ❖ Explore ways of fixing components and using pneumatic systems in conjunction with simple levers to control movement
- ❖ Explore ideas through 3D modelling
- ❖ Work as a team
- ❖ Choose an idea according to logistical constraints of materials, time, size
- ❖ Think about their ideas as they make progress and be willing to change things if this helps them to improve their work
- ❖ Plan through discussion
- ❖ Work safely and accurately with a range of simple hand tools
- ❖ Use a storyboard to record the sequence of their work to evaluate as a team the product and purpose of improvements

Mechanical Control

- ❖ Moving Toys – Lego
- ❖ Use cams to change rotary movement into linear/reciprocating movement
- ❖ Recognise the movement of a mechanism within a toy or model
- ❖ Understand that a cam will change rotary motion into linear motion
- ❖ Understand that different shaped cams produce different movements about the relationship between a cam and a follower
- ❖ Measure and mark out accurately
- ❖ Use tools for cutting safely and effectively
- ❖ Use a drill to make an off-centre hole in a wheel
- ❖ Consider the characteristics of the cam mechanism when designing the moving part of their toy
- ❖ Test out their design ideas before proceeding
- ❖ Cut and join with accuracy to ensure a good-quality finish to the product
- ❖ Test the mechanisms and make adjustments where necessary how to evaluate it personally and seek evaluation from others

- ❖ Use tools e.g. scissors, paper trimmer and a hole punch, sticky tape dispenser safely.
- ❖ Create a moving storyboard to present an idea for a new story
- ❖ Suggest ideas and explain and discuss what they would like to do
- ❖ Write a simple story and present it as sequenced events on a storyboard
- ❖ Choose mechanisms which offer movement appropriate to their story
- ❖ Model their design and story ideas in card and paper;
- ❖ Make their design using appropriate techniques
- ❖ Evaluate their product by discussing how well it works in relation to the purpose

Mechanical Control – Year 4

- ❖ Use levers and linkages
- ❖ Distinguish between fixed and loose
- ❖ Investigate and evaluate products with lever and linkages systems, in order to learn how they function
- ❖ Relate the way things work to their intended purpose
- ❖ Use appropriate technical vocabulary to describe materials and mechanisms
- ❖ Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
- ❖ Join and combine materials and components accurately in temporary and permanent ways
- ❖ Explore how simple mechanisms can be used to produce different types of movement
- ❖ Explore, develop and communicate aspects of design proposals by modelling ideas in a variety of ways
- ❖ Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail
- ❖ Evaluate design ideas as these develop, indicating ways of improving their ideas and to evaluate the book against the original design criteria

Mechanisms – Winding Up

- ❖ Use winding/winch mechanisms
- ❖ Use construction kits
- ❖ Make strong and stable structures
- ❖ Recognise that a winding mechanism has an axle that turns and a handle
- ❖ Observe carefully what happens when such a mechanism works

Mechanisms

- ❖ Use wheels, axles and axle holders
- ❖ Understand that wheels can be attached tightly or run freely on an axle
- ❖ Use ideas from other cultures and times to inform experiments, investigations and designs.
- ❖ Recognise that there are many types of

- ❖ Make simple drawings to show how the mechanism works
- ❖ Investigate techniques for making winding mechanisms
- ❖ Use tools accurately and safely
- ❖ Investigate and evaluate ways of making characters for the toy
- ❖ Identify criteria for their design
- ❖ Select tools and materials and use correct vocabulary to name and describe them
- ❖ Assemble, join and combine materials to make a winding mechanism
- ❖ Understand the need for a stable structure to support a mechanism to evaluate against design criteria

vehicles and they have different purposes and are made up of different parts

- ❖ Recognise that ideas for designs can be obtained by looking at familiar products
- ❖ Make simple drawings and label parts
- ❖ Explore and observe in order to collect data and describe and compare their observations and findings
- ❖ Investigate the properties of everyday materials, how and why they are used, how they can be changed
- ❖ Use their knowledge and understanding in their practical work and when evaluating their findings and products
- ❖ Use their knowledge and research to inform designs for functional products and plans for investigations
- ❖ Devise simple criteria to evaluate their approaches, products and outcomes
- ❖ Choose equipment and tools, including CT, to make their work more effective and efficient, and explain the reasons for their choices
- ❖ Use wheels and axles
- ❖ Identify a purpose for what they intend to design and make
- ❖ Make decisions about their design based on what they have found out through investigative work
- ❖ Make sketches and update their design as they make
- ❖ Consider how to include opening and closing mechanisms
- ❖ Develop their design ideas through discussion, observation and drawing
- ❖ Take account of simple properties of materials when deciding how to cut, shape, combine and join them, and consider users and purposes when designing.

Mechanical and Electrical Control

- ❖ Use pulleys or gears
- ❖ Use switches and circuits to achieve functional results
- ❖ Consider that there are a variety of products which incorporate a pulley and a drive belt and are driven by a motor or a computer

- ❖ Measure and cut accurately
- ❖ Assemble, join and combine materials in order to make a vehicle
- ❖ Evaluate against design criteria

Mechanical and Electrical Control

- ❖ Use simple switches and circuits to design and make a functional product
- ❖ Discuss what alarm systems are used for
- ❖ Ensure never to use mains electricity
- ❖ Explore the ways in which different types of switches can be activated
- ❖ Recognise that actions can be made to occur as a direct result of other actions
- ❖ Examine how different switches work about possible output warning device show to use a control program
- ❖ Think about how to generate ideas, considering the purposes for the design
- ❖ Think about how to explore, develop and communicate aspects of their design by modelling their ideas in a variety of ways
- ❖ Consider reliability when developing proposals
- ❖ Think about how electrical circuits can be used to achieve functioning results
- ❖ Think about how to control their alarm using a control box/program
- ❖ Consider how to evaluate their products carrying out appropriate tests
- ❖ Discuss how control systems are used in everyday life using the appropriate vocabulary related to control systems
- ❖ Model ideas for product using mechanisms, by using construction kits or making a model from a set of instructions
- ❖ Include an electric motor in a simple circuit
- ❖ Consider the direction of rotation and speed of an electric motor can be controlled
- ❖ Think about how rotation can be transferred from one part of a model to another by using pulleys and a belt
- ❖ Consider how a belt and pulley system can reverse the direction of rotation (by twisting the belt through 180 degrees)
- ❖ Consider how a belt and pulley system can turn the plane of rotation through 90o (by twisting the belt through 90 degrees)
- ❖ Think about how a belt and pulley system can increase or decrease the speed of rotation (by using different size pulleys)
- ❖ Make decisions with regard to the type of ride they will make
- ❖ Model their intended fairground ride
- ❖ Make modifications as they go along
- ❖ Evaluate against their original criteria and suggest ways that their ride could be improved

Historical, Global, Social and Spiritual Understanding

- ❖ Children will take part in an historical enquiry looking at changes since 1948, the impact of the Second World War, migration, Windrush – NHS, transport
- ❖ Exploring technological changes, changes in transport, lifestyles, fashion and environmental advances (linked to sustainable schools)
- ❖ Children will look at the emergence of carnival in Britain – make links to Notting Hill riots and other street celebrations
- ❖ Weather/climate change, hurricanes
- ❖ Reflect and evaluate beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas
- ❖ Human rights, social justice, health and poverty

Physical Wellbeing, Health and Lifestyles

- ❖ Exploring how we welcome newcomers; challenging prejudice and discrimination, diversity, respecting beliefs and practices of others.
- ❖ Food – preparation and cooking of food from Caribbean – exploring customs, cultural differences and the social/celebration aspects of food.
- ❖ PE – stand alone

Communication, Languages and Literacy

- ❖ Explore the poetry of Benjamin Zephaniah: the power of imagery, finding a voice. Improvise using a range of drama strategies and conventions to explore themes. Explore how poets use different structures to create coherence and impact; discuss underlying themes, causes and points
- ❖ Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying ideas and building tension.
- ❖ Biographical & Autobiographical texts linked to significant figures from 1930 onwards (e.g. Michael Jackson, David Beckham, Jesse Owens, Andy Warhol, etc.) or other significant (leaders – Margaret Thatcher, JFK)

Caribbean Connections

Scientific and Technological Understandings

- ❖ Science – stand alone topic
- ❖ DT – textiles, create/design fabric product headdresses
- ❖ ICT – finding information online, verifying accuracy, presenting in a variety of ways, blogging, making links, advancements in technology since 1930 – same in UK and Caribbean? Similarities/differences?

Maths, Economics and Enterprise

- ❖ Maths – stand alone
- ❖ Enterprise – a fairtrade project
- ❖ Story of Levi Roots – Caribbean link, food, music, and entrepreneur

Creative and Expressive Arts

- ❖ In Visual Arts, children will compare and contrast art styles, schools of art and techniques used in British and Caribbean art in the 1950s. Express preferences, talk about elements of a piece, use as stimulus for own.
- ❖ Music – listen and respond to a range of reggae, carnival/calypso music (www.putumayo.com); learn the songs 'One love/people get ready', 'Bassez down' and 'Three little birds'; use one of the songwriting backing tracks on SingUp to write a carnival/celebration song.
- ❖ Dance/drama – link to Windrush – still images based on those arriving to a new country – how might they have felt? Work in role to explore feelings, thoughts.

Trips and Visitors

Geffreye Museum – Britain since 1948 workshop

Community Cohesion / Planning for Diversity

Linking to newcomers in our school – what can we learn about them and where they come from?

Historical, Global, Social and Spiritual Understanding

- ❖ Investigate and understand local, national and global issues (global warming, pollution) in depth, considering the different interests involved and how decisions are made which affect the environment.
- ❖ Recognise how man can damage, improve, and manage environments sustainably and identify opportunities for their own involvement
- ❖ Explore geographical processes that cause change in the physical world in different places (climate change, global warming).
- ❖ Ethics and relationships, rights and responsibilities: what religions and beliefs say about global issues and the environment?

Physical Wellbeing, Health and Lifestyles

- ❖ Healthy Living - Know how minerals and vitamins in our diet fight harmful free radicals in the environment to keep us healthy.
- ❖ Consider how to protect the planet for future change.
- ❖ Green travel – using public transport, walking/cycling
- ❖ Grow, cook, eat

Communication, Languages and Literacy

- ❖ Persuasive texts – debate, argument – choose an environmental issue – climate change, pollution, fairtrade - identify and use different question types to present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.
- ❖ Use drama to explore different sides of an argument, court room scene.
- ❖ Non-fiction/information texts - compare different types of narrative and information texts and identify how they are structured
- ❖ Make notes on and use evidence from across a text to explain events or ideas
- ❖ Report writing based on information about a controversial environmental issue.

Key Questions & Ideas / Creative Entry Point

Sustainability

Year 5

Scientific and Technological Understandings

- ❖ In science, the children will recognise that air is a gas, know that gases change shape and flow from one place to another, how liquids can change state, how water can change state and this change can be reversed, explain the water cycle – link to global warming.
- ❖ The children will use ICT to gather information and present it in multimedia formats. Consider how science/technology has influenced and expanded what we know about sustainability.

Maths, Economics and Enterprise

- ❖ Data - reading and interpreting charts and graphs
- ❖ Develop understanding of how global trade works, Fairtrade, etc.
- ❖ Explore the ethics of financial decisions, e.g. the environmental implications of different products. Is it worth paying more for a product that does less environmental damage? When are donations to charity needed and made?

Creative and Expressive Arts

- ❖ In Visual Arts, children will explore Andy Goldsworthy's sculpture and create their own sculpture using natural materials.
- ❖ Take one artist project...
- ❖ Music – listen and respond to John Cage 'Child of Tree'; create own musical instruments using recycled/found materials and create short patterns to accompany the songs 'Fairtrade Song', 'Be Cool' and 'Recycle it'; use own instruments to create a piece of music that shows awareness of several musical elements. Create a graphic score for the music.

Trips and Visitors

Science Museum - climate change from an astronaut's view

Community Cohesion / Planning for Diversity

Fairtrade issues around the world, places to buy Fairtrade locally, communicate climate change issues in local community.

Historical, Global, Social and Spiritual Understanding

- ❖ The children will develop their understanding of global issues by considering where different foods come from and how climate affects crops in different parts of the world
- ❖ Exploring sustainability – air miles, food waste; growing your own – the grow, cook, eat agenda
- ❖ Possible link to history topic – the kind of food eaten now compared to a time long ago, or a comparison of countries – then and now – Tudors/Romans/Vikings?
- ❖ Link to RE – how food influences/impacts/is part of religious celebrations

Physical Wellbeing, Health and Lifestyles

- ❖ The children's learning about healthy food will link with fitness lessons in PE – what's enough food? How much food do I need to do....?
- ❖ The children will take part in an international food festival, learning to share food, eat together, have good manners, make links with community – inviting parents/carers, making food from around the world

Communication, Languages and Literacy

- ❖ Instructional texts – explore a wide range of texts and examine their features, emphasis on paragraphs, structure.
- ❖ Write own instructional text/recipes for international food festival – add images and think about ways to present
- ❖ Poetry – children will explore poetry about food and write their own version of 'Food Glorious Food' with their favourite food.

Scientific and Technological Understandings

- ❖ In science, the children will explore hot and cold temperatures and how this impacts on food. They will also investigate melting and dissolving
- ❖ In DT, the children will learn about packaging and design to create packaging for their chosen dish.
- ❖ The children will use ICT to create invites to the food festival, publish the recipe book, with text and images and use the internet to explore where different foods come from.

Maths, Economics and Enterprise

- ❖ Measure – weight, capacity, money
- ❖ Data handling – linking to fieldwork in local measure– charts and graphs
- ❖ Enterprise idea – using photography/ICT to create a recipe book to sell at food festival
- ❖ Exploring household expenses, using a budget

Creative and Expressive Arts

- ❖ In Visual Arts, children will look and respond to still life drawing, particularly of food. They will observe closely and develop an understanding of proportion.
- ❖ Music – listen and respond to 'Be Our Guest'; learn the songs 'Chocoholics' (maths link) and 'Food Glorious Food'; create music to represent different kinds of celebrations or banquets, selecting sounds.

Community Cohesion / Planning for Diversity

- International food festival will encourage children to celebrate their home country

Trips and Visitors

Visit to Pizza Express; Visit to National Gallery – still life

Food for thought

Year 4

Historical, Global, Social and Spiritual Understanding

- ❖ The children will explore the contrasting localities of London and Beijing, ways of living, industry, growth of cities, population and pollution.
- ❖ Children will use maps to locate cities/countries and identify key features
- ❖ Ancient China – possible areas of study - the Great Wall, the Terracotta Army, Imperial China, Willow Pattern, Silk Road
- ❖ Chinese inventions- paper, fireworks, compass
- ❖ Buddhism- beliefs, traditions, faith leaders, worship and celebration; visit temple.
- ❖ Cultural link – Chinese New Year and its history, customs and traditions

Physical Wellbeing, Health and Lifestyles

- ❖ The children’s learning in PE will focus on traditional Chinese team games- skipping games, throwing beanbags, developing collaborative skills
- ❖ Dance – see Creative
- ❖ Healthy living - tasting and cooking Chinese food; comparing ingredients, diets, how food is prepared and eaten, social aspects, customs, celebrations.

Communication, Languages and Literacy

- ❖ Texts – ‘The firework maker’s daughter’ by Philip Pullman, ‘The Dragon Kite’ by Kenneth Steven
- ❖ Visual literacy – Mulan
- ❖ Folk tales and traditional stories
- ❖ Information books, non-chronological reports on modern China, Beijing
- ❖ MfL – Mandarin, learning some simple phrases and vocabulary
- ❖ Drama- using drama to support writing in literacy, still images and role playing of Chinese folk tales, writing a script for a shadow puppet show. Use of voice to differentiate between characters.

Key Questions & Ideas / Creative Entry Point

Behind the Great Wall...

Year 3

Scientific and Technological Understandings

- ❖ In science, the children will investigate light and shadow: explain how shadows are made, explain why shadows are different shapes, describe how shadows change
- ❖ In DT, the children will design and make their own shadow – textiles.
- ❖ The children will use ICT to find information for a report and prepare a multimedia presentation for the class blog. Chn will also create animations of the Willow Pattern story and record their music compositions to use as the soundtrack.

Trips and Visitors

Horniman Museum- Chinese object handling
Chinese ribbon dance workshop
Visit Buddhist temple
British Museum – Ancient China exhibit

Maths, Economics and Enterprise

- ❖ Maths – stand alone
- ❖ Possible enterprise project through visual arts link – selling Chinese fans/origami?

Community Cohesion / Planning for Diversity

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Creative and Expressive Arts

- ❖ In Visual Arts, children will use a range of construction and modelling techniques.
- ❖ Ideas - polystyrene printing; calligraphy; 3D terracotta army; Chinese fans.
- ❖ Compare work with others’, express opinions
- ❖ Dance- using the ‘Firework Maker’s daughter’ as a stimulus, the children will improvise and then create and perform simple dance phrases, responding to rhythm, pulse and tempo.
- ❖ Music – listen and respond to ‘Mu min xin ge’; learn the song ‘Mo li hua’; use the Willow Pattern story as a stimulus for composing, chn work in groups and use vocal, body and environmental sounds as well as percussion instruments to depict a scene from the story.

Historical, Global, Social and Spiritual Understanding

- ❖ Exploring the immediate locality – our local park or playground
- ❖ Fieldwork - labeling pictures and photographs, matching places to photographs, measuring rainfall, observations, tally charts and pictograms, follow map on sensory walk and add information.
- ❖ A local history study – Manor Park – to explore past and present, what was the park like 100 years ago? What are the differences between then and now? Exploring photographs, stories, visits and presenting information.
- ❖ RE – stand alone

Physical Wellbeing, Health and Lifestyles

- ❖ Citizenship – local community, people and places near me, talk about where to play in local area, discuss what is fun in the park and where is not safe to play.
- ❖ Think about caring for the environment, litter, etc.
- ❖ Dance – see Creative
- ❖ Or PE – stand alone

Communication, Languages and Literacy

- ❖ Visual literacy unit using 'A bug's life' as stimulus for writing
- ❖ Fiction – text - 'Superworm' by Julia Donaldson – to gather ideas and names of local minibeasts in the local area. Leading onto information texts such as encyclopaedias, dictionaries, leaflets and online information about plants and animals in the local area. The children will then create a leaflet for their local park describing what can be found there.
- ❖ Poster – 'take care' – conveying information in simple form, text and images
- ❖ Children will use flip cams to record their own wildlife documentary with emphasis on speaking and listening skills – audible voice, eye contact, taking turns, asking questions, in role.
- ❖ Letters and sounds Phase 4/5, correct letter formation, spacing, capital letter and full stop.

Key Questions & Ideas / Creative Entry Point

A Bug's Life Year 1/2

Scientific and Technological Understandings

- ❖ Science - Living and non-living things and how living things change. Children will develop scientific skills by learning to collect information, record what they notice and ask questions, learning to name plants and animals in the local area. They will explore how different seeds grow into different plants and think about what plants need to grow and the different ways that seeds grow in the park.
- ❖ In DT, the children will design and build a structure/home for an animal or insect, e.g. an eco-house or insect hotel
- ❖ Children will develop their ICT skills through their fieldwork – using flipcams and iPads to share information and using internet to find information

Maths, Economics and Enterprise

- ❖ Data handling – linking to fieldwork in local park or playground – collecting data and displaying it in simple charts, pictograms and graphs
- ❖ Interpreting data from bar charts and pictograms
- ❖ Using ICT to deepen understanding
- ❖ And/or stand alone topic

Creative and Expressive Arts

- ❖ As part of their learning in dance, children will explore movement ideas in 'Grasshopper's Dance' from 'Let's go Shoolie-shoo' and 'Ugly Bug's Ball'. They will create their own dance phrases to the music in small groups.
- ❖ In Visual Arts, children will explore shapes and lines in mini-beasts and objects in the local park, observing closely, in drawings, still life painting and clay. Opportunities for photography in the outdoors with iPads, exploring David Hockney's work.
- ❖ Music – listen and respond to 'Flight of the Bumblebee', exploring tempo; learn the song 'If I were a minibeast'; create sound ideas to represent a mini-beast using vocal, body percussion and instrumental sounds and record ideas on a simple graphic score.

Trips and Visitors

- Visit to local park
- Environment centre visit – mini-beasts

Community Cohesion / Planning for Diversity

Looking after our local area, who lives and works in our local area, what do we know about them? How is our local area the same or different to where my friend/cousin/pen-pal lives? How is it same/different to another country?