Brindishe Schools' Curriculum

'The world is my classroom'

Brindishe Green

Brindishe Lee

Brindishe Manor

updated Autumn 2017

'The world is my classroom'

We live in a cosmopolitan capital, where communities must learn to respect, 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 the effects of 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 - connections between peoples and places are more immediate and interdependent than ever before.

In order that we learn what we need to learn, we must look beyond our own school and take responsibility, not only for ourselves but also for the progress and well–being of others in our local community and around the world.

At Brindishe Schools, we recognise that our children are a very diverse group of learners. We want them all to be creative, successful and reflective learners who make progress and achieve - who know how to live safe, healthy and fulfilling lives and who become confident, responsible citizens and make a positive contribution to society.

We want our Brindishe Schools' Curriculum to be broad, flexible and modern, enabling teachers to plan personalised and highly stimulating learning which questions and challenges all children - a curriculum which facilitates the combining and connecting of areas, which generates innovative approaches and which promotes children's autonomy.

There are six areas of learning:

Essentials for learning and life

English

FOCUS: Children use and apply their English skills confidently and competently in their learning across the curriculum 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 publish** 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 as audio recordings.
4. **analyse, evaluate and criticise** a range of uses of language in order to draw out meaning, purpose and effect.

Maths

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.

Computing

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 respect, celebrate and 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 poin

Year 1 – Content for Learning

Maths, Economics and Enterprise

Maths

- See separate document – Number; Shape, Space and Measure; Data handling; Problem-solving

Economics & Enterprise

- Recognise coins and notes
- Role play – exchange of coins and notes, including cards/vouchers
- Discuss where money comes from
- Talk about what money can be spent on and their experiences of what it can be spent on
- How to keep money safe & role of 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

Teach a range of text types in writing and skills in reading

- Non- fiction (information texts, lists, labels and captions, instructions and recounts)
- Poetry (using the senses, pattern & rhyme, poems on a theme)
- Fiction (stories with familiar settings, stories from a range of cultures and traditions, traditional & fairy stories, stories about fantastical worlds)
- GPS - 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
- Printing and design
- Responding to art
- Music – Performing (singing, playing instruments)
- 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
- Developing range of drama skills
- Reflecting on drama
- Dance – acquiring and developing skills
- Dance – selecting and applying skills
- Dance – evaluating and improving

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 identify 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
- 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
- Learn about privacy, respecting privacy & who to tell if they have concerns
- 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– identify/name, describe structure
- Materials – name/describe/group, natural/manmade
- Seasonal changes – weather & day length
- Scientific discoveries and a range of scientists
- 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, playgrounds
- Textiles – finger puppets
- Mechanisms – moving pictures/storyboard
- Cooking and nutrition

Year 2 – Content for Learning

Maths, Economics and Enterprise

Maths

- Number; Shape, Space and Measure; Data handling; Problem-solving

Economics & Enterprise

- Recognise coins and notes, including a range of foreign currency
- Role play to develop an understanding of money
- Discuss where money comes from e.g. wages, pocket money etc.
- Talk about what money can be spent on, recognise that adults pay bills, pay for food etc.
- Discuss how to keep money safe and the importance of banking
- Wants and needs – spending money, budgeting
- Losing money and consequences e.g. debt
- Value of money, having more or less, considering what money different people have

Communication, Languages and Literacy

Teach a range of text types in writing and skills in reading

- Non- fiction (information texts, explanations and non-chronological reports)
- Poetry (patterns on the page, descriptive poetry, silly/nonsense poetry)
- Fiction (stories with familiar settings, stories with an author focus, traditional stories from a range of cultures, extended stories and significant stories)
- GPS - 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
- Printing and design
- Responding to art
- Music – Performing (singing, playing instruments)
- Music – Composing (improvising and creating, talking about and recording compositions)
- Music - listening and tesponding (exploring sounds, range of genres and responses)
- Exploring and making drama
- Developing a range of drama skills
- Reflecting on drama
- Dance – acquiring and developing skills
- Dance – selecting and applying skills
- Dance – evaluating and improving

Historical, Global, Social and Spiritual Understanding

- Local area- investigate ways to improve our environment e.g. local traffic, litter, recycling
- Explore links between own locality and contrasting locality of the UK
- Using maps, atlases, globes
- Identifing 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, Mary Anning, etc.
- The Victorians (possible foci: the seaside, inventions, explorers, famous people/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
- Citizenship – people who live near us, people in our community, people at work, bullying
- Healthy Living – personal hygiene & eco issues
- Keeping safe in local area, caring for local environment
- Importance of privacy, respcting privacy, judging acceptable physical contact and who it is safe to talk to
- Learn about food, cultural/celebration aspects, healthy/balanced diet, basic cooking skills

Scientific and Technological Understandings

- Healthy food, exercise and hygiene
- Animals (inc. humans) - growing/changes, basic needs
- Grouping living/non-living things; names of plants and animals; habitats, inc. microhabitats; conditions for growth (animals and plants); simple food chains
- Plants - how seeds/bulbs grow; plant's needs in order to grow/stay healthy
- Materials – properties and physical changes
- Scientific discoveries and a range of scientists
- 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 – glove puppet, sun hat
- Mechanisms – axles: winding up (winch and pulley); wheels and axles – vehicles
- Cooking and nutrition

Year 3 – Content for Learning

Maths, Economics and Enterprise

Maths

- Number; Shape, Space and Measure; Data handling; Problem-solving

Economics & Enterprise

- Exploring forms of money – cash, credit/debit cards, cheques, internet banking
- 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

Teach a range of text types in writing and skills in reading

- Non- fiction (report, recount, explanation, instruction, letters, persuasive, arugment/debate/discussion)
- Poetry (performance poetry, shape poetry and calligrams, playing with language)
- Fiction (stories with familiar settings, myths and legends, adventure and mystery stories, exploring dialogue and play scripts)
- GPS - 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
- Printing and design
- Responding to art
- Music – Performing (singing, playing instruments)
- 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
- Developing a range of drama skills
- Reflecting on drama
- Dance – acquiring and developing skills
- Dance – selecting and applying skills
- Dance – evaluating and improving

Historical, Global, Social and Spiritual Understanding

- Explore actions that change and improve environment – energy, water, traffic
- Explore two contrasting regions – local and another region of the UK; different way of living; migration
- Wider fieldwork, compass work, 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, Indus valley, China etc.
- 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, conflict
- Healthy Living – balanced diet, teeth, exercise, eco issues, medicines/drugs, well-being
- Keeping safe at home: fire safety, emergency services, road safety, stranger danger
- Acceptable physical contact & personal boundaries
- Learn about food, cultural/celebration aspects, basic cooking skills, where food comes from

Scientific and Technological Understandings

- Plants – identify/describe functions of parts, water transportation, life cycles, what they need to grow, pollination, seed formation/dispersal
- Animals – nutrition, skeletons and muscles
- Rocks and soils – compare/group rocks, fossil formation, soil production/composition
- Forces and magnets – surfaces, contact/non-contact forces; magnetic, attraction/repulsion, poles
- Light – light/dark/shadows, reflection, sun dangers
- Scientific discoveries and a range of scientists
- 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 (sandwiches)
- Textiles – money containers
- Mechanical control – pneumatics (moving toy)
- Cooking and nutrition

Year 4 – Content for Learning

Maths, Economics and Enterprise

Maths

- Number; Shape, Space and Measure; Data handling; Problem-solving

Economics & Enterprise

- 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, importance of saving
- 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

Teach a range of text types in writing and skills in reading

- Non- fiction (e.g. report, recount, explanation, instruction, persuasive, lettter, argument/debate/discussion)
- Poetry (creating images using figurative language, performance poetry)
- Fiction (stories set in imaginary worlds, stories linked to different periods in history, stories from other cultures and traditions, stories that raise issues)
- GPS - 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
- Printing and design
- Responding to art
- Music – Performing (singing, playing instruments)
- 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
- Developing range of drama skills
- Reflecting on drama
- Dance – acquiring and developing skills
- Dance – selecting and applying skills
- Dance – evaluating and improving

Historical, Global, Social and Spiritual Understanding

- Exploring actions to change and improve environment – energy, water, traffic
- Explore human/physical geography of a contrasting European country; different ways 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, seeking asylum etc.
- Drug Education – medicines, smoking, alcohol, peer pressure
- Keeping safe at home, fire safety, emergency services, road safety, stranger danger
- Acceptable/unacceptable physical contact & personal boundaries
- Learn about food; how its used in celebration, healthy diet, cooking skills

Scientific and Technological Understandings

- Animals, inc humans – human digestive system; teeth variety/ function and care, food chains/producers/predators and prey
- Living things/habitats - classifying, using keys for identifying, naming, grouping; environmental change and impact
- States of matter – solid/liquid/gas; temperature change, heating/cooling; water cycle – evaporation and condensation
- Sound – vibrations; ear/medium for hearing; patterns/pitch/volume; sound and distance
- Electricity - common appliances; simple series circuits; switches; conductors and insulators
- Scientific discoveries and a range of scientists
- 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 – photograph frame
- Textiles – decorative eg wall hanging, sampler, coat of arms
- Mechanical and electrical control – moving pictures; torch, lighthouse, burglar alarm
- Cooking and nutrition

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

Teach a range of text types in writing and skills in reading

- Non- fiction (report, recount, explanation, instruction, persuasive, letter argument/debate/discussion)
- Poetry (contrasting poetic style of different poets, classic narrative poetry, performance poetry)
- Fiction (novels by significant authors, traditional stories, fables, myths and legends, stories from other cultures & traditions, film narrative, older literature, dramatic conventions)
- GPS - 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
- Printing and design
- Responding to art
- Music – Performing (singing, playing instruments)
- 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
- Developing range of drama skills
- Reflecting on drama
- Dance – acquiring and developing skills
- Dance – selecting and applying skills
- 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
- A study of the way of life e.g. Ancient Greece, 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

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, racism, 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
- Recipes, ingredients, bread, culture/customs, religion, cooking techniques, packaging, food hygiene, digestion, nutrients, processing

Scientific and Technological Understandings

- Life cycles: plant/animal reproduction; aging process in humans
- Properties and changes of materials- compare/group materials, uses; solids, liquids and gases and changes of state, dissolving and solutions, separating mixtures, burning and acids, reversible/irreversible changes
- Earth and space - planets, sun, moon, Earth, day and night
- Forces – gravity, friction, air and water resistance; mechanisms, inc levers, pulleys, gears, and impact on force
- Scientific discoveries and a range of scientists
- 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 in design technology
- Structures – Kites, musical instruments
- Textiles – bags
- Mechanical control – Cams (moving toys)
- Cooking and nutrition

Year 6 – Content for Learning

Maths, Economics and Enterprise

Maths

- Number; Shape, Space and Measure; Data handling; Problem-solving

Economics & Enterprise

- 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

Teach a range of text types in writing and skills in reading

- Non- fiction (a wide range of non-fiction, including biography and autobiography, formal and informal writing opportunities)
- 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)
- GPS - 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
- Printing and design
- Responding to art
- Music – Performing (singing, playing instruments)
- 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 – 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, racism, 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
- Recipes, ingredients, bread, culture/customs, religion, cooking techniques, packaging, food hygiene, digestion, nutrients, processing

Scientific and Technological Understandings

- Classification - inc plants, animals and microorganisms using characteristics to sort and group
- Animals inc humans – human circulatory system; diet, exercise, drugs, lifestyle; transportation of nutrients and water in animals
- Light – how we see, travel in straight lines, reflection, shadows
- Evolution and inheritance – changes over time and fossils; environments/adaptation/evolution in plants and animals; offspring/variation
- Electricity – circuits, number and voltage of cells, switches, use recognised symbols in drawings of simple circuits
- Scientific discoveries and a range of scientists
- 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 – slippers
- Mechanical and electrical control: fairground ride
- Cooking and nutrition

MATHS, ECONOMICS AND ENTERPRISE

MATHS

EARLY	MIDDLE	LATER
Number – Year 1 ❖ Count reliably 100 objects, counting to 100, forwards and backwards, beginning with 0 or 1, or from any given number; recognise that when rearranged, the total stays the same; read and write in numerals ❖ Count, read and write numbers to 100 in numerals ❖ Count in multiples of two, five and ten, forwards and back; derive multiples up to the tenth multiple ❖ Given a number, identify one more and one less ❖ Identify and represent numbers using objects and pictorial representations including the number track ❖ Use the language of: equal to, more than, less than (fewer), most, least in the context of comparing ❖ Read and write numbers from 1 to 20 in numerals and words. ❖ Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ❖ Represent and use number bonds and related subtraction facts within 20 ❖ Add and subtract one-digit (and two-digit multiples of 10) and two-digit	**Number – Year 3** ❖ count from 0 in multiples of 4, 8, 50 and 100; ❖ find 10 or 100 more or less than a given number to 1000 ❖ recognise the place value of each digit in a three-digit number (100s, 10s, 1s) ❖ compare and order numbers up to 1000 ❖ identify, represent and estimate numbers using different representations ❖ read and write numbers up to 1000 in numerals and in words ❖ solve number problems and practical problems involving all number content ❖ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction ❖ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.(length, mass and volume) ❖ recall and use multiplication and division facts for the 3 and 4 multiplication tables	**Number – Year 5** ❖ read, write, order and compare numbers to at least 100,000 and determine the value of each digit ❖ count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 ❖ add and subtract numbers mentally with increasingly large numbers ❖ identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers ❖ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ❖ multiply and divide numbers mentally, drawing upon known facts ❖ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ❖ read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit ❖ round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 ❖ solve number problems and practical problems that involve all number content ❖ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ❖ multiply and divide whole numbers and those

numbers to 20, including zero, using practical and written methods

- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem and set the solution in the original context
- Count across 100, forwards and backwards
- Compare and order numbers, using the related vocabulary; explore what 'not equal' means
- Say the number that is 10 more or less than multiples of 10
- Recall the doubles of all numbers to at least 10
- Recognise that addition can be done in any order;
- Skip count for 2s, 5s and 10s
- Solve problems involving doubling and halving
- Identify and represent numbers using objects and pictorial representations including the number line
- Describe simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number to 10,000
- add and subtract numbers mentally, including:
  - -a three-digit number and 1s
  - -a three-digit number and 10s
  - -a three-digit number and 100s
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.(moeny)
- recall and use multiplication and division facts for the 6, 7, 8 and 9 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- estimate the answer to a calculation and use inverse operations to check answers

Number Year 4

- count in multiples of 6, 7, 9, 25 and
- involving decimals by 10, 100 and 1000, drawing upon known facts
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- solve number problems and practical problems that involve all of the above
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes (volume), scaling by simple fractions and problems involving simple rates.
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

Number – Year 6

- read, write, order and compare numbers up to 10,000,000 and determine the value of each digit

Number Year 2

- recognise the place value of each digit in a two-digit number (tens, ones)
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers, adding three one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- identify, represent and estimate

1000;

- find 1000 more or less than a given number;
- recognise the place value of each digit in a four-digit number (1000s, 100s, 10s, and 1s); order and compare numbers beyond 1000;
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate;
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout;
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
- recognise and use factor pairs and commutativity in mental calculations
- round any number to the nearest 10, 100 or 1000;
- identify, represent and estimate numbers using different representations;
- solve number and practical problems that involve all of the number knowledge and with increasingly large positive numbers;
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate, including decimals
- estimate and use inverse operations
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across 0
- solve number and practical problems that involve all of the above
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the 4 operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Fractions, Decimals, Percentages – Year 5

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including

numbers using different representations, including the number line
- use place value and number facts to solve problems.
- solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions Year 1

- Recognise, find and name one half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name one quarter

to check answers to a calculation;
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why;
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- recall multiplication and division facts for multiplication tables up to 12 × 12;
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value;
- count backwards through zero to include negative numbers;
- identify factors and factor pairs;
- correspondence/integer scaling problems in multiplication

Fractions and Decimals – Year 3

- count up and down in tenths;
- recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- compare and order unit fractions, and fractions with the same denominators

tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- recap solving problems involving number up to 3 decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100'
- write percentages as a fraction with denominator 100, and as a decimal fraction
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of

as one of four equal parts of an object.

Fractions Year 2

- Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity
- write simple fractions, for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2

Geometry – Year 1

- Recognise, visualise and name common 2-D shapes, e.g. rectangles, including squares, circles and triangles and describe their features
- Recognise, visualize and name 3-D solids, e.g. cuboids (including cubes), pyramids and spheres, and describe their features; use them to make patterns, pictures and models.
- Use diagrams to sort objects into groups according to a given criterion; suggest a different criterion for grouping the same objects
- Visualise and describe position, direction and movement, including whole, half, quarter and three-quarter turns, or e.g. when placing or moving objects on a game board.

Geometry – Year 2

- identify and describe the properties of
- solve problems that involve all of the above.
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems involving time
- recognise and show, using diagrams, equivalent fractions with small denominators
- using decimals, count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

Fractions & Decimals Year 4

- add and subtract fractions with the same denominator;
- recognise and show, using diagrams, families of common equivalent fractions
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number;
- count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10;

10 or 25

- use all four operations to solve problems involving measure[for example, length, mass, volume, money] using decimal notation, including scaling

Fractions, Decimals and Percentages – Year 6

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions >1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
- multiply one-digit numbers with up to 2 decimal places by whole numbers
- use written division methods in cases where the answer has up to 2 decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio and Proportion – Year 6

2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.
- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Measurement – Year 1

- Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half); mass or weight (e.g. heavy/light, heavier than, lighter than; capacity and volume (e.g., full/empty, more than, less than, half, half full, quarter full)
- Measure and begin to record the following: lengths and heights; mass/weight and capacity and volume.
- Recognise and know the value of

- recognise and write decimal equivalents of any number of tenths or hundredths;
- recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$;
- round decimals with one decimal place to the nearest whole number;
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths

Geometry – Year 3

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

- solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Algebra – Year 6

- Pupils should be taught to:
- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with 2 unknowns
- enumerate possibilities of combinations of 2 variables

Geometry – Year 5

- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°); other multiples of 90°
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- identify, measure and name angles at a point and 1 whole turn (total 360°)
- identify angles at a point and 1 whole turn (total 360°)

different denominations of coins and notes
- Tell the time to the hour and half past the hour
- Compare, describe and solve practical problems for time (e.g. quicker, slower, earlier, later; hours, minutes, seconds)
- Choose and use suitable uniform and non-uniform units and measuring instruments (e.g. a lever balance, metre stick or measuring jug).
- Measure and begin to record time (hours, minutes, seconds)
- Sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).
- Recognise and use language relating to dates, including days of the week, weeks, months and years; order days of the week and months of the year
- Draw the hands on a clock face to show the time to the hour and half past the hour
- Describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures

Measurement – Year 2

- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- recognise and use symbols for pounds (£) and pence (p); combine amounts to

Geometry – Year 4

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes;
- identify lines of symmetry in 2-D shapes presented in different orientations;
- complete a simple symmetric figure with respect to a specific line of symmetry.
- describe positions on a 2-D grid as coordinates in the first quadrant;
- describe movements between positions as translations of a given unit to the left/right and up/down; plot specified points and draw sides to complete a given polygon.
- identify acute and obtuse angles and compare and order angles up to two right angles by size

Measurement – Year 3

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- estimate and read time with increasing accuracy to the nearest minute
- measure the perimeter of simple 2-D shapes
- tell and write the time from an
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
- identify 3-D shapes, including cubes and other cuboids, nets
- use the properties of rectangles to deduce related facts and find missing lengths and angles

Geometry – Year 6

- draw 2-D shapes using given dimensions and angles

- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Measurement – Year 5

- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes
- solve problems involving converting between units of time

make a particular value
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.
- compare and sequence intervals of time

Statistics – Year 1

- interpret simple pictograms

Statistics – Year 2

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer questions about totalling and comparing categorical

analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour
- compare durations of events [for example to calculate the time taken by particular events or tasks].
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight

Measurement – Year 4

- estimate, compare and calculate different measures, including money in pounds and pence;
- convert between different units of measure [for example, kilometre to metre; hour to minute]; measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres;
- find the area of rectilinear shapes by counting squares
- read, write and convert time between analogue and digital 12- and 24-hour clocks;
- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

Measurement – Year 6

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]

Statistics – Year 5

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables,

data.
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Statistics – Year 3

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Statistics – Year 4

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

including timetables

Statistics – Year 6

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

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 during the year.

EARLY	MIDDLE	LATER
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.	**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).	**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 ❖ 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 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 comes from** ❖ Understand that we need money in retirement through pensions, how this is paid for, when this happens and why.
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 resources. ❖ Recognise that adults also have to spend money on familiar things like household bills and food bills etc.	**Where money goes** ❖ Recognise household expenses and regular financial commitments.	**Where money goes** ❖ Recognise and discuss the variety of household expenses e.g. rent, utility bills, credit card bills, insurance etc. ❖ 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 how we can keep money safe, either		**Looking after money**

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.

Making personal life choices
- Choose how to spend money e.g. pocket money / class raised money.

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).

- 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
- Understand the difference between 'good' debt (planned and manageable) and 'bad' debt (unplanned and unmanageable) e.g. investigate

- 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?

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

ENGLISH - NON-FICTION

EARLY	MIDDLE	LATER
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 **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	**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** ❖ Listen to a speaker, make notes on the talk and use notes to develop a role-play or improvisation ❖ Compare the different contributions of music, words and images in short extracts from TV programmes **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	**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 ❖ Analyse and evaluate how speakers present points effectively through use of language and gesture ❖ Listen for language variation in formal and informal contexts

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 organisational features of a text including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points
- Give some reasons why things happen
- Deduce and infer characters' reasons for behaviour from their actions and explain how ideas are developed in nonfiction texts

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 and organised in different ways

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

Drama

- Create roles showing how behaviour can be interpreted from different viewpoints
- Interrogate texts to deepen and clarify understanding and response
- Read extensively a range of authors or genres and experiment with other types of text

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, 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
- 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/or sway the reader
- Understand underlying themes, causes and points

- Create short simple texts on paper and on screen that combine words with images and sounds
- Reread sentences to ensure that they make 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 pieces, 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 different sections hang together (cohesion)
- Use planning and drafting to establish clear sections for writing

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

- Make notes on and use evidence from across a text to explain events or justify ideas
- Deduce and infer characters' reasons for behaviour from their actions and explain how ideas are developed in nonfiction texts
- 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

- 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 a range of authors or genres and experiment with other types of text
- Compare and contrast 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
- Compare and contrast how a common theme is presented in poetry, prose and other media

Composition

- Identify the audience for and purpose of the writing
- Note and develop initial ideas drawing on reading and research were 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 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. *(e.g. dialect, question tags, contractions, colloquialism etc. are examples of informal techniques)*
- 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 summarise 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/sentence e.g. 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	MIDDLE	LATER
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 diverse range of texts including stories, traditional tales as well as stories from other cultures and traditions and by a wide range of diverse authors ❖ 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 a wide range of stimuli, including Visual Literacy, and encourage children to express their views about how a story or information has been presented **Group Discussion and Interaction** ❖ Ask and answer questions, make relevant contributions, offer suggestions and take turns	**Speaking** ❖ Sustain conversation, explain or give reasons for their views or choices ❖ Increased familiarity of a wide and diverse range of texts including myths and legends, retelling some of these orally ❖ Prepare 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/debate **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	**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 period ❖ 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

- 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, consider alternatives and reach agreement

Drama

- Use improvisation and role-play to explore familiar themes and characters
- Act out their own and other well-known stories, using voices for characters
- Present part of traditional stories, their own stories or learning from different parts of the curriculum for members of their own class or beyond
- 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

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

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

Comprehension: understanding and interpreting texts

- Explore how different texts appeal to readers using varied sentence structures and descriptive language
- Deduce and infer characters' feelings in fiction and consequences in logical explanations
- Deduce and infer 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

- 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
- Role play or 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

- 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

- 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

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,

Engaging with and responding to texts

- Make comparisons within and across 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 a range of authors or genres and experiment with other types of text
- Explore how and why writers write, including through discussion with authors at author visits and by contacting them online including through face-to-face and online contact

Composition

- Compose and rehearse sentences orally before writing
- Select and use a range of technical and descriptive vocabulary
- Use different templates/scaffolds (e.g. 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

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
- Make comparisons within and across texts
- 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

- Identify the audience for and purpose of the writing
- Note and develop initial ideas drawing on reading and research were 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 (e.g. verb forms) and language drawing on their knowledge of literacy features and formal and informal writing *(e.g. dialect, question tags, contractions, colloquialism etc. are examples of informal*

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 (cohesion)
- Use planning to establish clear sections for writing
- Use appropriate language to make sections hang together
- 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
- Learn to summarise longer passages

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

techniques)
- 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

MODERN FOREIGN LANGUAGES

EARLY	MIDDLE	LATER
Speaking and listening ❖ 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.	**Speaking and listening** ❖ Listen to stories, songs, rhymes and poems for enjoyment ❖ Listen for specific words and phrases ❖ Ask and answer simple questions ❖ Express opinions and respond to those of others ❖ Speak in sentences, using familiar vocabulary, phrases and basic language structures ❖ Identify specific sounds, words, rhymes and letters ❖ Understand and express simple opinions	**Speaking and listening** ❖ Listen attentively and understand more complex phrases and sentences ❖ Speak in sentences, using familiar vocabulary, phrases and basic language structures ❖ Engage in conversations ❖ Ask and answer questions ❖ Express opinions and respond to those of others ❖ Listen to stories, songs, rhymes and poems for enjoyment ❖ Understand the main points and simple opinions in a spoken story, song or passage. ❖ Use spoken language confidently for a range of audiences. ❖ Present information and ideas orally to a range of audiences. ❖ Develop accuracy in pronunciation and intonation.
Reading and writing ❖ Recognise some familiar words in written form ❖ Experiment with writing simple, single words	**Reading and writing** ❖ Make links between some phonemes, rhymes and spellings ❖ Read simple words and phrases carefully and pronounce them accurately so that others can understand ❖ Follow a short text, listening and reading at the same time, and show understanding of the text	**Reading and writing** ❖ Write phrases from memory and adapt these to create new sentences, to express ideas clearly ❖ Write words, phrases and short sentences using a reference or model ❖ Read words and phrases carefully and pronounce them accurately so that others can understand

	❖ Write simple words and phrases, sometimes using a model ❖ Recognise patterns in simple sentences	❖ Read and understand the main points and some detail from a short written passage ❖ Read short authentic texts (e.g. stories, songs, poems and rhymes) 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 ❖ Be aware of the fact that different languages are spoken by children in each class across the school. ❖ Learn about festivals and celebrations enjoyed by children and families in our school. ❖ Understand that there are different symbols, objects or products that represent different countries.	**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 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	**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. ❖ 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,	**Knowledge about language** ❖ Listen and look for words which are similar and different in other languages; recognise that languages borrow words from other languages. ❖ Investigate and compare characteristics of different languages with English eg: word classes, structure and vocabulary. ❖ Draw on knowledge of word classes, letters and letter strings to help understanding in

	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.	a new language. ❖ Develop understanding of how high frequency verbs are conjugated and begin to know the gender of some common nouns. ❖ Use knowledge of sentence structure and basic grammar when reading or creating a sentence in a new language. ❖ Use dictionaries to expand knowledge of vocabulary 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.

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. Children should develop an understanding of the creative process, including the use of technology and sketchbooks to record, develop and adapt ideas. Children should know about a diverse range of artists, craft makers, designers and architects.

Suggested artists: (many of these artists will cross into a range of different art movements and are only linked to suggested artistic movements)

Impressionists - Vincent Van Gogh, Claude Monet, Paul Cezanne Edgar Degas, Edouard Manet, Julie Manet, Henri Matisse, Bertha Morisont, Mary Cassatt, Eva Gonzales, Laura Knight
Surrealism - Salvador Dali, Rene Magritte, Paplo Picasso, Frieda Kahlo, Joan Miro, Marcel Duchamp, Man Ray, Remedios Varo, Leonora Carrington
Abstract-Expressionism - Jackson Pollock, Henry Moore (WW2, sculpture and painting), Barbrara Hepworth - Sculptor, Louise Bourgeois – sculptor
Op Art Pop Art – Briget Riley (line and optical illusion painting)
Bauhaus - Paul Klee, Wassily Kandinsky, Josef Albers, Gunta Stölzl (a weaver), Benita Otte (aweaver), Marguerite Friedlaender-Wildenhain (ceramicist), Ilse Fehling (sculptor and set designer) or Alma Siedhoff-Buscher (toy maker) László Moholy-Nagy and Ludwig Mies van der Rohe
Pop Artists - Andy Warhol (Pop Art) David Hockney (British painter, landscape, perspective, portraiture, photography and technology), Roy Lichtenstein, Robert Rauschenberg, Richard Hamilton, Marisol Escobar, Corita Kent, Yayoi Kusama (links to emotional wellbeing)
Art Deco - Tamara de lempicka – (portraits), Henry Mackintosh, Erte,
Young British Artists - Rachel Whiteread – Sculpture and negative space, Chris Opheli - painter, Gillian Wearing, Chapmen Brothers, Sam Taylor Wood, Garry Hume
Conceptual art / Contemporary Artists - Kara Walker – African American – contemporary painter, silouettist, printmaker, and instillation artist and filmmaker – explores themes of race, gender sexuality and identity in her work. Use carefully as some imagery is quite violent, Cindy Sherman (photography and portraiture and narrative) Jeff Koons – Sculptor, Banksy (contemporary street art- stencils and social commentary), Jean-Michel Basquiat, Anish Kapoor, Takashi Murakami, Chuck Close(portraits) Andy Goldsworthy (nature as sculpture) Jenny Holzer, Georgia O'Keeffe
Undefined/Miscellaneous - Julie Mehretu – Ethiopian/American Painter: abstract layering of paint on acrylic for global urban landscapes

Glossary

Elements of Art: The visual components of color, form, line, shape, space, texture, and tone

Colour: An element of art made up of three properties: hue, value, and intensity. • Hue: name of color • Value: hue's lightness and darkness (a color's value changes when white or black is added) • Intensity: quality of brightness and purity (high intensity= color is strong and bright; low intensity= color is faint and dull)

Form: In relation to art the term form has two meanings: it can refer to the overall form taken by the work – its physical nature; or within a work of art it can refer to the element of shape among the various elements that make up

Line: Lines often define the edges of a form.Lines can be horizontal, vertical, or diagonal, straight or curved, thick or thin.

Shape: A shape is one of the seven elements of art. When defining it within the study of art, shape is an enclosed space. Its boundaries are defined by other elements of art such as lines, tone, colors, and textures.

Space: An element of art by which positive and negative areas are defined or a sense of depth achieved in a work of art.

Negative and positive space: Negative space, in art, is the space around and between the subject(s) of an image. The area around positive shapes, the background, is negative space. A solid piece of sculpture occupies space, and makes the space around it come to life.

Texture: An element of art that refers to the way things feel, or look as if they might feel if touched.

Tone: This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears.Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows.

Shade: Shade is the mixture of a color with black, which reduces lightness.

Contrast: Contrast is a principle of art. When defining it, art experts refer to the arrangement of opposite elements (light vs. dark colors, rough vs. smooth textures, large vs. small shapes, etc.) in a piece so as to create visual interest, excitement, and drama.

Principles of Art: Balance, emphasis, movement, proportion, rhythm, unity, and variety; the means an artist uses to organize elements within a work of art.

Composition: In the visual arts, composition is the placement or arrangement of visual elements or ingredients in a work of art, as distinct from the subject. ... The term composition means 'putting together' and can apply to any work of art, from music to writing to photography, that is arranged using conscious thought.

Foreground/mid-ground/background: the ground or parts situated in the front/ the ground or parts situated in the front the ground or parts situated between the foreground and background/ the ground or parts situated at the back.

Depth of field: Is the distance between the nearest and farthest objects in a scene and their focus (typically used in photography)

Spatial relationships: specifies how some objects are located in relation to each other.

Drawing

Hatching/Cross hatching: Crosshatching is an extension of hatching, which uses fine parallel lines drawn closely together to create the illusion of shade or texture in a drawing. Crosshatching is the drawing of two layers ofhatching at right-angles to create a mesh-like pattern.

Contour: Contour drawing, is an artistic technique used in the field of art in which the artist sketches the contour of a subject by drawing lines that result in a drawing that is essentially an outline

Proportion:

Perspective: is the technique used to represent three-dimensional objects on a two-dimensional surface (a piece of paper or canvas) in a way that looks natural and realistic. Perspective is used to create an illusion of space and depth on a flat surface

Painting or working with colour

Primary/secondary/tertiary colours: a color, as red, yellow, or blue/ A secondary color is a color made by mixing two primary colors together: red and yellow to

get orange, yellow and blue to get green/ a color produced by mixing two secondary colors.

Double primary system:

Colour wheel: A color wheel or colour circle is an abstract illustrative organization of color hues around a circle, which shows the relationships between primary colours, secondary colours, tertiary colours etc.

Complementary colours: Two *colours* on opposite sides of the *color* wheel, which when placed next to each other make both appear brighter.

Colour notes:

Sculpture

Armature: In sculpture, an armature is a framework around which the sculpture is built. This framework provides structure and stability, especially when a plastic material such as wax, newspaper or clay is being used as the medium.

Slip: Is liquefied clay with the consistency of heavy cream often used for decoration and joining/smoothing seams.

Relief sculpture: Relief is a sculptural technique where the sculpted elements remain attached to a solid background of the same material. The term relief is from the Latin verb relevo, to raise. To create a sculpture in relief is to give the impression that the sculpted material has been raised above the background plane.

Printing

Etching: Printing technique where the artist scratches off the surface of the metal plate where they want the line to appear in the finished piece. In traditional pure etching, a metal (usually copper, zinc or steel) plate is covered with a waxy ground which is resistant to acid.

Relief printing: Relief printing is a process where protruding surface faces of the printing plate or block are inked; recessed areas are ink free. Printing the image is therefore a relatively simple matter of inking the face of the matrix and bringing it in firm contact with the paper (e.g lino printing, polystyrene tiles, block printing)

Screen printing: is a method of creating an image on paper, fabric or some other object by pressing ink through a screen with areas blocked off by a stencil.

Block printing: Is another term for relief printing, typically used with wood blocks carved to create a relief to print. This can also be created by building cardboard or other materials onto a surface to cover in colour and transfer onto another surface, usually paper or textiles.

EARLY	MIDDLE	LATER
Painting and drawing ❖ Explore shape, line, tone and pattern using a range of drawing tools. ❖ Use sketchbooks to record and develop ideas. ❖ Mix double primary system – colour wheel and shade cards including primary and secondary colours. ❖ 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 and modelling skills (recycled materials, clay, play dough) ❖ Compare own work with that of others and express opinions ❖ Vocabulary: model, construct, sculpture, paper laminate, form, solid, hollow **Printing and drawing** ***(expressing ideas and feelings, exploring the natural world through art)***	**Painting and drawing** ❖ Use viewfinder to select area ❖ Awareness of the abstract developed from the realistic, analyse shape, pattern etc. ❖ Use sketchbooks to record and develop ideas. ❖ Develop understanding of proportion in figure drawing, make colour notes ❖ Mix a range of tonal colours including tertiary colours and exploring different ways of making colours lighter and darker. ❖ Explain decisions made and justify choices of medium, brush size etc. ❖ Begin to develop understanding of 'layers' within artwork. ❖ Vocabulary: composition, scale, tone, shade, foreground, mid-ground, background, design and plan **Drawing, sculpture, design** ***(artists from other cultures: mask making designing and making artefacts: considering artists/craftspeople from past- mod roc sculpture)*** ❖ Use sketchbooks to record and develop ideas ❖ Record from first hand observation ❖ Awareness of facial expression and proportion ❖ Awareness of movement and form ❖ Collect visual information from a range of sources ❖ Use wire to explore linear space and show movement ❖ Use a range of construction and modelling techniques, including using clay ❖ Compare own work with that of others and express opinions ❖ Develop artistic vocabulary when describing	**Painting and drawing** ***(developing visual literacy by examining how feelings and emotions are communicated by artists, examining how artists have depicted movement in art)*** ❖ Continue to develop awareness of pattern, texture and shape ❖ Use drawing to record observations developing greater control when drawing ❖ Use first hand observations as well as secondary sources. ❖ Use sketchbooks to record and develop ideas ❖ Record local colour, reflective colour and shadow in compositions through use of colour ❖ Consider the effect of light ❖ Use colour notes accurately ❖ Examine spatial relationships in compositions, to be able to modify work over a period of time ❖ Combine visual qualities to show movement ❖ Find connections between own work and that of other artists ❖ Vocabulary: border, expressive, contour, boundary, profile, transform, describe, surface, textures **Drawing, sculpture, design** ***(design and making artefacts from a non western culture –tile making. Developing visual perception- figurative clay sculpture)*** ❖ Plan ideas using sketchbooks ❖ To select visual information about chosen topic and research independently ❖ Develop observational work- examine proportion shape and space from direct experience ❖ Explore shape, line and pattern in 3d ❖ Use clay to create relief sculpture ❖ Handle tools appropriately and joining clay with

- Develop observational skills
- Experiment with different media
- Explore shape, line, tone and pattern
- Use a viewfinder
- Experiment with arranging, ordering, repeating through manipulation of tile
- Develop a range of printing techniques (Create own printing block on polystyrene tile from observational drawing, Mark making using a press print)
- Compare work by different well known artists and designers
- Modify and evaluate work on-going
- Vocabulary: shade, tint, describe texture and shape, viewfinder, 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
- Watercolours
- Polystyrene tile, printing inks, rollers
- Clay
- iPads apps and draw programmes

Responding to Art

- Be exposed to a diverse range of art and artists, craft makers and designers from around the world.
- To be able to express a simple preference

own work, model and cover an armature using mod roc
- Vocabulary: expression, emotion, paper laminate, detail, decoration, model, armature, construct, form, balance, movement, proportion, solid, hollow

Mixed Media (printing, painting, collage etc.)
(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
- 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
- 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
- iPads apps and draw programmes

Responding to Art

- Be exposed to a diverse range of art and artists craft makers, designers and architects from

increased confidence
- Develop use of clay-slabbing, moulding, adding texture, using tools,
- Talk about the processes involved in own work
- Develop language to describe, modify and evaluate work on-going.
- Find connections between own work and that of other artists
- Vocabulary: form, solid, slip, structure, rigid, malleable, hollow, construction, mass, support, mould, construct, natural, organic, symmetrical, repetitive, mirror, biscuit firing

Mixed Media (printing, painting, collage etc.)
(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 using tone and colour notes accurately.
- Discriminate more appropriately in use of materials and techniques
- Find connections between own work and that of other artists
- Vocabulary: collage, bumpy, composition, balanced, proportion, tonal colours

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 Moore, Maggie Hamblin)
- Photos of children in role/costume to use as

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	around the world. ❖ Develop an understanding of major global artists and their importance and understand the cultural, social 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	source ❖ Range of figurative artwork, double primary colour system and range of brushes ❖ iPads apps and draw programmes **Responding to Art** ❖ Be exposed to a diverse range of art and artists, craft makers, designers and architects from around the world. ❖ 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. ❖ Develop an understanding of major global artists and their importance and understand the cultural, social and historical development of art forms. ❖ 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.

Listening and Responding

EARLY

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

MIDDLE

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

LATER

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

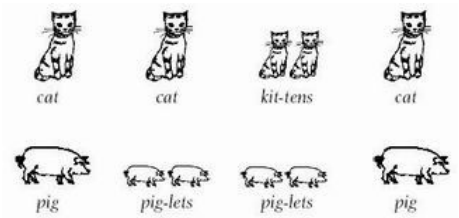
- recognise and sing familiar songs and melodies
- recognise and imitate short melodies in echoes, developing sense of pitch, e.g. two or three note tunes or singing games (based on lah, soh and mi)
- show the steady beat in listening to songs
- show, while singing, whether sounds move from high to low,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

Playing Instruments

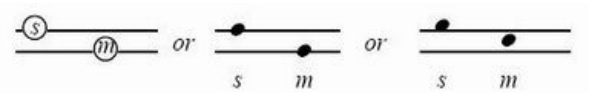
- play simple percussion instruments, tuned and untuned
- use instruments to accompany songs, nursery rhymes or chants

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

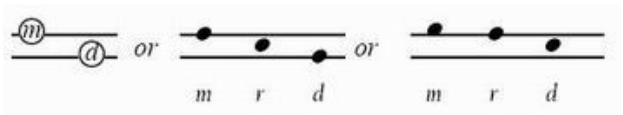
Playing Instruments

- 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

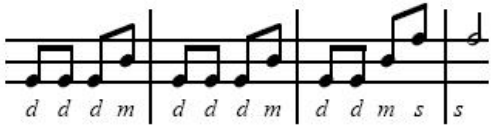
Literacy

- 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

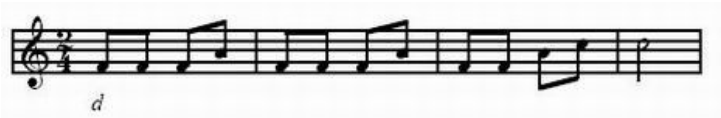
- recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural contexts
- sing independently, with increasing awareness and control of pulse, tempo, pitch, diction and posture and with increased control of dynamics, phrasing and 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

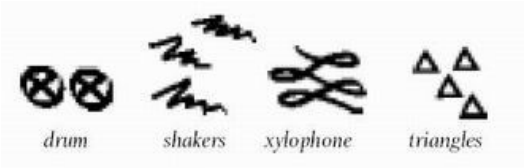
- discuss own compositions and compositions of other children, e.g. how/why instruments were selected, how sounds were made, likes/dislikes, etc.
- invent graphic symbols for single sounds or sound effects
- use ICT to record compositions

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



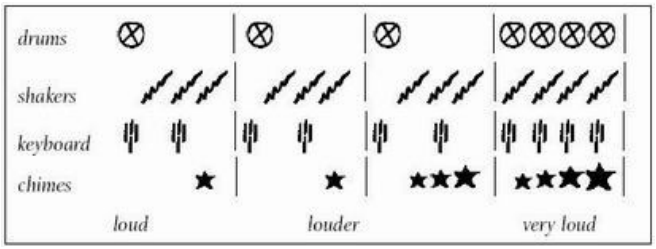
- use ICT to record compositions

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



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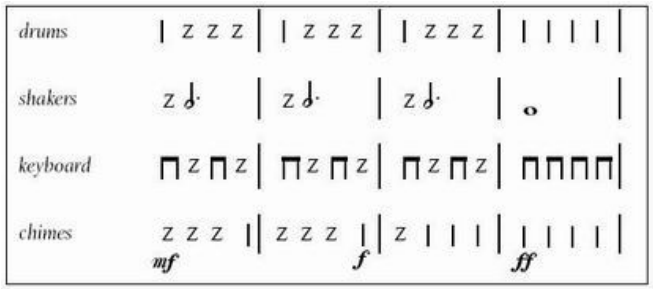

- use ICT to record compositions

CREATIVE AND EXPRESSIVE ARTS – DRAMA

Across all year groups, drama includes the following activities:

- using drama to support other curriculum areas (history/ MFL/ science etc.)
- using drama as a starting point for creativity (e.g. writing/ drawing/ composing music)
- engaging with different themes (growing up/ diversity etc.) and issues (conflict between friends/ solving problems etc.) through drama
- improvisation
- entering into other lives and situations
- adapting drama scenes for different audiences
- working individually, in pairs, small groups and whole class

Drama at Brindishe Schools will aim to:

- build teamwork
- build self-esteem
- supports resilience
- develop empathy
- develop self-awareness
- develop speaking and listening skills

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 on 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...)
- Begin to consider how we vary language

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
- Understand the phrase 'suspension of disbelief' and develop understanding of the line between fact and fiction in drama
- Ability to hold on to a role for as long as the dramatic activity requires.
- Use the dynamics of their performance to control tension
- Identify how the use of space and objects can help in building the context and in signifying dramatic themes.
- Understand that rehearsal is repetition, trial and improvement.

LATER

Exploring and making Drama

- Distinguish between the various drama genres –comedy, fantasy, tragedy etc.
- Experimenting with how space and objects can help in building the context and in signifying dramatic themes.
- Develop greater subtly in the use of levels, pace and pausing to build tension
- Identify use of symbolism as a dramatic/ literary technique, and build it into their own performances

according to our role and circumstances ❖ Consider the importance of listening to others in the group.		
Drama skills and activities ❖ Understand when a teacher is in role, and they are in a group role responding to the teacher ❖ Start to perform themselves and watch others perform (a sequence/freeze-frame or few lines of dialogue) ❖ Take part in whole group mimed activities that are narrated through by an adult (e.g. '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 (e.g. still photographs to capture a shared moment) ❖ Use combinations of movement and gesture to express and respond to feelings, ideas, stories and experiences.	**Drama skills and activities** ❖ Continue to accept teacher in role and look for cues of roles from within the language. Adjust language function accordingly (e.g. teacher beginning with: "Thank you very much for attending this meeting today") ❖ Respond to other members of the group in role and consider questioning skills (e.g. through 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. ❖ Take part in a repeated sequence (e.g. each person to pack one item in the suitcase) understand the use of symbols and be aware of using tension. ❖ 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. ❖ Speak persuasively during debates, taking a stance imposed by teacher, using Standard English.	**Drama skills and activities** ❖ Work in role to shape the shared fiction and explore fictional relationships. ❖ 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 naturalistic and non-naturalistic theatre ❖ Become increasingly comfortable with using non-naturalistic conventions to explore an issue (e.g. good angel/ bad angel, 'conscience alley' to explore emotions) ❖ Recognise that drama has many genres (e.g. comedy, tragedy etc.) and adapt performances to fit a range of styles ❖ 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 ❖ 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 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.	**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 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.	**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. ❖ Know how to offer constructive praise ❖ Become increasingly used to scripts, modifng 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

At Brindishe Schools our dance curriculum enables children to gain artistic skills and discipline, as well as developing their ability in physical interaction, team working, problem solving, observing, evaluating, verbal and non-verbal communication. Through dance our children collaborate with other art forms, and make connections with design in space, musicality and creativity. We explore a diverse range of styles (contemporary, street, modern, jive, flamenco etc.) choreographers and dancers e.g. Matthew Bourne, David Bintley, Carlos Acosta, Isadora Duncan, Alvin Ailey etc.

EARLY

Acquiring and developing skills

- Identify a range of body parts and explore how they can move (i.e. shoulders, elbows, hips, knees, ankles, fingers, wrists, neck…).
- Consider how changing speed, level and dynamics can open up new opportunities for movement.
- Understand how to move safely and purposefully in personal and general space.
- Consider how changing level, speed, dynamics and direction can affect how we travel through space.
- Explore, remember, repeat and link a range of actions with coordination, control and expression.

Selecting and applying skills, tactics and compositional ideas

- Link actions to create simple movement phrases, with a clear beginning, middle and end.
- Understand that simple movement phrases can be combined to create short dances.
- Consider how dynamics of movement can change by responding physically to various pieces of music.
- Compose and perform dance phrases and

MIDDLE

Acquiring and developing skills

- Understand how improvisation can be used as a tool to generate new movement ideas and to explore a variety of stimuli.
- Explore and create characters, narrative and stories in response to a range of stimuli.

Selecting and applying skills, tactics and compositional ideas

-
- Explore a range of choreographic devices (unison, canon, repetition) and use these to develop phrases of movement.
- Understand how to create dance motifs and use these to support a narrative in choreography.
- Begin to explore solos, duets, trios, quartets and small group choreography and explore

LATER

Acquiring and developing skills

- Develop their own starting points (and creative entry points) for dance, incorporating a variety dance styles.
- Understand how to work independently and collaboratively to create dances.
- Explore, improvise and combine movement ideas fluently and effectively.

Selecting and applying skills, tactics and compositional ideas

- Compose dances using complex and multi layered dance phrases, inter-changing formations and a range of dynamic changes.
- Perform dances expressively, using a range of performance skills and movement patterns
- Create and structure motifs, phrases, sections and whole dances incorporating their understanding of effective choreographic devices.

moods, ideas and feelings, choosing and varying simple compositional ideas.	❖ Develop an awareness of rhythmic, dynamic and expressive qualities in movement phrases.-and use these to ❖ Perform more complex dance phrases and dances that communicate character and narrative	
Knowledge and understanding of fitness and health ❖ Understand the importance of warming up and cooling down ❖ Notice changes in body temperature, heart rate and breathing before and after warm up activities.	**Knowledge and understanding of fitness and health** ❖ Know and describe what they need to do to warm up and cool down for dance. ❖ Understand how a dance warm up can be used as a creative entry point.	**Knowledge and understanding of fitness and health** ❖ Have the ability to plan and deliver their own warm ups, considering safety, body awareness and creative entry points. ❖ Understand that dance can improve muscle tone, strength, flexibility, endurance, agility, co-ordination and overall fitness. ❖ Understand why dance is good for their overall health and wellbeing
Evaluating and improving performance ❖ Perform small movement phrases to peers. ❖ Copy, watch, and describe dance movement ❖ Watch and evaluate (their own and others) dance phrases and dances, and use what they learn to improve their own work	**Evaluating and improving performance** ❖ Perform choreographic phrases to small audiences and consider what makes a good performance. ❖ Describe and evaluate some of the compositional features of dances performed with a partner and in a group ❖ Watch videos of their own and others work. 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	**Evaluating and improving performance** ❖ Describe, analyse, interpret and evaluate dances (their own and professional dance performances) showing an understanding of some aspects of style and context ❖ Watch videos of their own performances and use these for moments of self-evaluation. ❖ 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. ❖ Perform dances to a wider audience – allowing considering for the technical aspects of a performance (costume, lighting, set and musical accompaniment)

Glossary:
Canon: a choreographic device where individuals and/or groups perform the same movement phrase but beginning at different times.
Levels: the altitude of a movement in relation to its distance from the floor. Low: close to the floor with the intention downwards; medium: the level of everyday walking; high: any movement done with elevation, not necessarily a jump. It implies a lifting of the chest and an upward focus.
Motif: a movement or gesture
Phrase: two or more movements/gestures linked together
Sequence: a series of movements, longer than a phrase but shorter than a section of a dance.
Repetition: where a movement or gesture is repeated for effect
Unison: two or more people performing the same movement at the same time

HISTORY		
EARLY	**MIDDLE**	**LATER**
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.	**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.	**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 ❖ 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, ensuring that examples used are	**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 people's lives, rich and poor, ethnic diversity of the societies, role of monarch/rulers, technology, science, art etc., ensuring that historical figures are representative and inclusive, including LGBT+ and minorities eg Alan Turing, Mary Seacole ❖ 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,	**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. Children can draw conclusions and make links between how diversity and inclusiveness has changed and reflect on how that has changed the world we live in.eg WWII changed gender roles ❖ Can understand and explain how some of the

diverse and reflective of our society. ❖ 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.	Armada, dissolution of monasteries etc.). ❖ Begin to give a few reasons for and results of the main historical events, features and 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 (eg historical bias, who was writing law/texts at the time will influence the perspective from which it is given from, and will not be a true representative sample of the population at the time) ❖ 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,	events from the past affect life today. **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.

Organisation and communication ❖ Begin to select, organise and communicate items of information about the past for example talking, writing, drawing, painting, timelines, using ICT, drama etc. **Context for learning** **Year 1** 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. **Year 2** 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.	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. ❖ Ask and answer questions about the past using observations from historical sources. ❖ Begin to select, organise and communicate items of information about the past. **Organisation and communication** ❖ Select, organise and communicate historical information from different sources in a variety of ways making accurate use of terms, dates and historical **Context for learning** **Year 3** 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. **Year 4** 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	**Organisation and communication** ❖ 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. **Context for learning** **Year 5** 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 **Year 6**

	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 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.	1. A local history study investigating how an aspect in the local area has changed since 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	MIDDLE	LATER
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.)	**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 wellbeing, community cohesion)	**Local Environment** ❖ Recognise how humans 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 ❖ 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).	**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 - 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?	**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 (for example, economic migration, immigration, refugees, 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 and access digital maps via DigiMap and other online mapping programs). ❖ 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.

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 ❖ Can name and locate the continents and seas ❖ 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).	❖ Recognise and use standard map symbols, use 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

Use the link to Lewisham Agreed Syllabus for RE to support planning

http://webfronter.com/lewisham/religiouseducationcommunity/index.shtml

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	MIDDLE	LATER
❖ Pupils explore Christianity and two other principal religions.	❖ Pupils learn about Christianity and all five of the other principal religions, recognising the	❖ Pupils extend their understanding of Christianity and the other principal religions in

- They learn about different beliefs about God and the world around them.
- They encounter and respond to a range of 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.

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

impact of religion and belief locally, nationally and globally.

- They make connections between differing 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.

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;

a local, national and global context.

- They deepen their understanding of important beliefs and concepts.
- 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

- 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

words. **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. **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.	❖ investigate the significance of religion in the local, national and global communities; ❖ describe and begin to understand religious 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 **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. **Breadth of study** ❖ Christianity. ❖ Five other principal religions including religious communities with a significant local presence. ❖ A secular world view, where appropriate.	teachings inform answers to ultimate questions and ethical issues; ❖ apply a wide range of religious and 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 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. **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.
- Peace.
- Journey of life and death.
- Transition/Bridging.

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.

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?

- 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

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.

Experiences and opportunities

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

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.

Experiences and opportunities

- Encountering people from different religious, cultural and philosophical groups.
- 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 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**- beliefs about God, the Gurus; Sikh teachings and Sikh life; the Gurdwara; the Guru Granth Sahib	❖ **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	**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	**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** ❖ 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.	**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.	**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 ❖ Link & repeat basic actions to create and perform a short movement phrase.	**Selecting and applying skills** ❖ Perform combinations of gymnastic actions using floor, mats & apparatus.	**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.	❖ 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.	and speed to match a given criteria on both floor and apparatus individually, in pairs and in groups.
Evaluating and improving performance ❖ Use appropriate language to evaluate own and others performance and suggest ways to make improvements.	**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.	**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** ❖ 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.	**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.	**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 ❖ Show good awareness of space and the actions of others (attacking and defending,	**Selecting and applying skills** ❖ Can use simple rules fairly and extend them to make up their own games.	**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.

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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

This area includes health education, promoting good behaviour and developing children's awareness of themselves and others in the local and world-wide community. It involves children learning to keep themselves fit and healthy and develop a set of personal values and beliefs, including respect for themselves and for others. It concentrates on developing children's knowledge and understanding of their roles and responsibilities and how to make a positive contributions to society. They learn about democracy and how local and national government works. At Brindishe Schools we teach our children the importance of British Values and Brindishe Values http://green.brindisheschools.org/attachments/download.asp?file=1&type=pdf

EARLY	MIDDLE	LATER
Personal and Social ❖ Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health. ❖ Recognise that choices can have good and not so good consequences ❖ Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals ❖ Recognise good and uncomfortable feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings ❖ Describe ways in which they are all unique; understand that there has never been and will never be another 'them' ❖ Communicate their feelings to others, to recognise how others show feelings and how to respond ❖ Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class ❖ Recognise people who look after them, their family networks, who to go to if they	**Personal and Social** ❖ Make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' ❖ Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals ❖ Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others ❖ Recognise when they need help and to develop the skills to ask for help. ❖ Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these ❖ Recognise and manage 'dares' ❖ Use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. **Citizenship**	**Personal and Social** ❖ Know what positively and negatively affects their physical, mental and emotional health ❖ Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) ❖ Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media ❖ Learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer ❖ Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) ❖ Know what is meant by enterprise and begin to develop enterprise skills **Citizenship** ❖ Know that differences and similarities between people arise from a number of

are worried and how to attract their attention
- Know about the ways that pupils can help the people who look after them to more easily protect them
- Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
- Know about growing and changing and new opportunities and responsibilities that increasing independence may bring
- Know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

Citizenship
- Know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings)
- Recognise the difference between their 'needs' and their 'wants.'
- Recognise that their behaviour can affect other people
- Recognise what is fair and unfair, kind and unkind, what is right and wrong
- Take turns, share and understand the need to return things that have been borrowed
- Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- Offer constructive support and feedback to others
- Recognise ways in which we are the same as all other people; what we have in

- Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- Understand that differences and similarities between people arise from a number of factors, including family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability (see 'protected characteristics' in the Equality Act 2010)
- Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- Recognise and challenge stereotypes
- Recognise and respond appropriately to a wider range of feelings in others
- Recognise different types of relationship, including those between acquaintances, friends, relatives and families
- Know that their actions affect themselves and others
- Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
- Work collaboratively towards shared goals
- Understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

factors, including family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability (see 'protected characteristics' in the Equality Act 2010)
- Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
- Discuss prejudice and discrimination, diversity and respecting beliefs and practices of others.
- Discuss the signs, effects and strategies for dealing with racism, sexism, religious intolerance, xenophobia, homophobia, biphobia and transphobia.
- Recognise and challenge stereotypes
- Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- Explore and critique how the media present information
- Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others
- Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- Research, discuss and debate topical

common with everyone else
- Identify and respect the differences and similarities between people
- Recognise that they belong to different groups and communities such as family and school
- Contribute to the life of the classroom and school
- Help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- Know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- Know what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- Identify the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

Healthy Relationships (SRE)

- Know that humans, as with all animals, reproduce.
- Know that humans and animals can produce offspring and these grow into adults.
- Describe the process of growing from young to old and how people's needs may change
- Name the main external parts of the body (including external genitalia) and the bodily similarities and differences between
- Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- Develop an understanding of what being part of a community means, and about the varied institutions that support communities locally and nationally
- To understand that we live in a democracy and that with individual liberty comes responsibility.
- To recognise why rules and laws are important.
- Consider the lives of people living in other places, and people with different values and customs

Healthy Relationships (SRE)

- Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- Know that that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- Know that marriage and civil partnerships are commitments freely entered into by both people, that no one should have to get married or civil partnered they don't absolutely want to do so or are not making the decision freely for themselves
- Know that two people who love and care for one another can be in a committed

issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- Know why and how rules and laws that protect them and others are made and enforced; know why different rules are needed in different situations and how to take part in making and changing rules
- Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- Know that the universal rights are there to protect everyone and have primacy both over national law and family and community practices
- Know that there are some cultural practices which are against British law and universal human rights, eg forced marriage, under-age marriage
- Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
- Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
- Discuss and respond, when appropriate,

boys and girls

- Recognise similarities and differences (physical and emotional) between themselves and others and treat others with sensitivity
- Know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy
- Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

Transition

- Learn about 'change', including transitions (between key stages and schools), loss, separation, divorce and bereavement

relationship and not be married or in a civil partnership

- Judge what kind of physical contact is acceptable or unacceptable (for example hurting, touching private areas, overly tactile) and how to respond, including what they should do or say if they feel uncomfortable.
- Know the importance of saying 'no' if something feels wrong or uncomfortable.
- Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy
- Describe the process of growing from young to old and how people's needs may change
- Understand the physical and emotional changes that occur during puberty, linked to personal hygiene) and be reassured that emotional changes are a normal

Transition

- Learn about 'change', including transitions (between key stages and schools), loss, separation, divorce and bereavement

to world events such as natural disasters, terrorist attacks or special occasions.

Healthy Relationships (SRE)

- Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- Know that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others
- Judge what kind of physical contact is acceptable or unacceptable and how to respond (including hurting, touching private areas, forcing).
- Know the right to say 'no' and what is meant by 'consent'
- Understand the concept of 'keeping something confidential or secret', when they should or vat actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
- Recognise the difference between, and the terms associated with gender, gender identity and sexual orientation.

Drug Education

- Know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can

		damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others **Transition** ❖ Learn about 'change', including transitions between schools (especially going to secondary school), loss, separation, divorce and bereavement

HEALTHY LIVING, INCLUDING KEEPING SAFE

Healthy Living

- Know that we have a right to be healthy and a responsibility to keep healthy.
- Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- Understand the importance of, and how to, maintain personal hygiene
- Know that household products, including medicines, can be harmful if not used properly
- See science and P.E curriculum

Keeping Safe

- Know rules for and ways of keeping physically and emotionally safe including stranger danger, road safety, cycle safety, safety in the local environment (including the park) and rail, water and fire safety
- Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
- Know who the best people are to ask for help.
- Know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- Think about caring for the environment, issues such as litter.

E safety

Healthy Living

- Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
- Know that we have a right to be healthy and a responsibility to keep healthy.
- Understand how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
- Know that bacteria and viruses can affect health and that following simple routines can reduce their spread
- Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
- See science and P.E curriculum

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

- Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment or being home alone) and to use this as an opportunity to build resilience
- Recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or

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

- Differentiate between the terms, 'risk', 'danger' and 'hazard'
- Recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- Develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)
- 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?
- Know how to keep safe on the roads and railways when travelling independently.
- Pre-empt what risky situations may arise when home alone or walking home alone and consider ways of keeping safe.
- Know that carrying a mobile phone can help you feel safe but it can also make me unsafe. What are the risks of carrying a mobile phone?

❖ See Computing curriculum	that they think is wrong ❖ Follow the school rules about health and safety, basic emergency aid procedures, where and how to get help ❖ Know what is meant by the term 'habit' and why habits can be hard to change ❖ Understand strategies for keeping physically and emotionally safe including road safety, and safety in the local environment (including rail, water and fire safety) ❖ Know in an emergency who should be contacted. 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 ❖ Learn about road safety and stranger danger training. **E safety** ❖ See Computing curriculum	❖ 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 what is meant my arson and why it might be carried out. **E safety** ❖ See Computing curriculum

PHYSICAL WELLBEING, HEALTH AND LIFESTYLES

HEALTHY LIVING, INCLUDING FOOD AND GROW, COOK, EAT

See Design and Technology for links to the DT curriculum, food technology.

EARLY	MIDDLE	LATER
Food ❖ 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 investigations	**Food** ❖ 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	**Food** ❖ 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
Enjoying Food ❖ 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,	**Enjoying Food** ❖ 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	**Enjoying Food** ❖ 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

understand how different families eat their 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.	❖ Learn skills to create food for special 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	meals and know how to use basic cooking skills and equipment to prepare food ❖ Experience the part food has to play in special, social occasions
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.	**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.	**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 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	**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	**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

lifestyle. ❖ 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.	similar raw foods, combined in different ways. ❖ 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	nutrients carbohydrate, fat and protein. ❖ 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 ❖ 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.	**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.	**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 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 and that they should build on what they already know and can do. Teachers plan for, teach and assess the different types of scientific enquiry skills that children require to be able to investigate accurately and explain what they have found out. Working scientifically to both ask and answer questions, children will learn to use safely these different types of scientific enquiry: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Children will also develop their knowledge of Life Processes and Living Things (biology), Materials and their Properties (chemistry) and Physical Processes (physics) through hands-on, practical experiences and will learn about related major scientific discoveries, a diverse range of scientists who made them and the processes involved. Children will use technical terminology accurately and precisely, building up an extended specialist vocabulary and should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1 and 2. They will also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. Wherever possible, opportunities for outdoor learning will be planned into the learning.

Scientists egs

Animals, including humans: Alcmaeon Croton – brain is human thinking organ; David Attenborough – species and habitats; Rontgen – xray machine; Carr – MRI machine; Leonardo da Vinci – skeleton and muscles; Gerty Curi – carbohydrate metabolism; HelenTaussig – children's heart disease; Fabrici – veins contain valves; Landsteiner – different blood types; Barnard – first heart transplant; Maria Pereira – heart surgery adhesive; Florence Nightingale, Joseph Lister and Alexander Fleming – germs and hygiene; Gertrude Bell Elion – Leukemia, HIV and Malaria drugs; Louis Pasteur - vaccination

Plants: George Washington Carver - crop rotation and peanuts; David Attenborough – species and habitats; David Bellamy – botanist; Beatrix Potter – natural scientist and author; Capability Brown – landscape architect; Alan Titchmarsh – gardener; Carolus Clusius – botanist and horticulturist; Gertrude Jekyll – horticulturist and garden designer; Charlie Dimmock - gardener; Percy Thrower – horticulturist and gardener

Living things and their habitats: Dian Fossey – mountain gorillas; Jane Goodall – chimpanzees; David Attenborough – species and habitats; Carl Linnaeus - classification; Aristotle - classification; Alexander Fleming – penicillin; Jenner – smallpox vaccine; Joseph Lister – microbiology; Rachel Carson – interrelation of all living things and founder of environmental science; Sarah Mather – underwater telescope; Gilbert White – ecologist; Steve Irwin – nature expert; Steve Backshall – naturalist; Chris Packham - naturalist

Evolution and inheritance: Mary Anning – found first plesiosaur; Carl Linnaeus – classification; Charles Darwin – evolution; Alfred Russel Wallace – evolution; Gregor Mendel – genetics; Mary Kingsley – explorer; Barbara McClintock – genetics; Mary Leakey – prehistoric humans in Africa; Rosalind Franklin – DNA; James Watson and Francis Crick – DNA

Rocks: Mary Anning – found first plesiosaur

Properties, uses and changes of materials: Marie Curie – discovered radium and polonium; Irene Juliet- Curie – discovered could make radioactive

elements; Shigeru Ban – architect using recycled materials in design; John Boyd Dunlop – rubber tyres; Charles Macintosh – waterproof material; John Loudon McAdam – road building; Stephanie Kwolek – Kevlar; Bertha Benz – brake pads; Spencer Silver – post it notes; Ruth Benerito – textiles; Antoine Lavoisier – oxygen, hydrogen and chemical elements

Light: Isaac Newton – white light; Benjamin Franklin – wave theory of light; Patricia Bath – laser cataract surgery; Albert Einstein – particle theory of light/photons; Benjamin Franklin – wave theory of light; Aristotle – camera obscura; Alhazen – identified eyesight is caused by light entering eye

Earth and space: Caroline Herschel – first noted woman astronomer; Maria Mitchell – new comet; Annie Cannon – system to classify stars; Ellen Ochoa – images from space; Jocelyn Bell Burnell – neutron stars; Brian Cox; Yvonne Brill – satellite propulsion; Copernicus – sun centre of universe; Galileo – astronomer and telescope; Stephen Hawking – black holes; Katherine Johnson, Dorothy Vaughan and Mary Jackson – John Glenn's safe travel to space; Claudius Ptolemy – star catalogue and astronomical calculator; Hipparchus – motion of the Sun and Moon, prediction of solar eclipses; Al-Biruni – new mathematical equations related to astronomy/measuring radius of the Earth; Alhazen – motion of the planets

Sound: Alexander Graham Bell and Thomas Watson – telephone; Hutchison – electric hearing aid; Thomas Edison – phonograph

Forces: Isaac Newton – gravity; Albert Einstein – theory of relativitity/gravity; Leonardo da Vinci – helicopters; Robert Fulton – first submarine; Galileo – gravity; Wright brothers – aerodynamics; Archimedes – water displacement; Aristotle – motion, force and resistance; Al-Biruni – created hydrodynamics

Electricity: Humphry Davy and Thomas Edison – lightbulb; Benjamin Franklin – lightning; Nikola Tesla – alternating current electricity

EARLY	MIDDLE	LATER
Working Scientifically ❖ asking simple questions and recognising 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 ❖ observing changes over time and beginning to notice patterns and relationships ❖ beginning to use simple scientific language	**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 ❖ talking about criteria for grouping, sorting and classifying, and using simple keys ❖ beginning to look for naturally occuring patterns and relationships and deciding what	**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 ❖ making their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them ❖ 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

	data to collect to identify them ❖ 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, make predictions for new values, suggest improvements and raise further questions ❖ identifying differences, similarities, patterns or changes related to simple scientific ideas and processes ❖ using straightforward scientific evidence to answer questions or to support their findings ❖ recognising when and how secondary sources might help answer questions that cannot be answered through practical investigations	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 ❖ using and developing keys and other information records to identify, classify and describe living things and materials, and identifying patterns that might be found in the natural environment ❖ identifying scientific evidence that has been used to support or refute ideas or arguments ❖ recognising which secondary sources will be most useful to research their ideas and beginning to separate opinion from fact ❖ talking about how scientific ideas have developed over time ❖ exploring ideas and raising different kinds of questions
Life Processes and Living Things **Year 1** **Plants** ❖ 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 **Animals, including humans** ❖ 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	**Life Processes and Living Things** **Year 3** **Plants** ❖ 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 **Animals, including humans** ❖ identify that animals, including humans, need	**Life Processes and Living Things** **Year 5** **Living things and their habitats** ❖ 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 **Animals, including humans** ❖ describe the changes as humans develop to old age **Year 6** **Living things and their habitats** ❖ 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

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

Year 2

Living things and their habitats
- 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

Plants
- 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

Animals, including humans
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

the right types and amount of nutrition and that they cannot make their own food, getting nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

Year 4

Living things and their habitats
- 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

Animals, including humans
- 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 interpret a variety of food chains, identifying producers, predators and prey

- give reasons for classifying plants and animals based on specific characteristics

Animals, including humans
- 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

Evolution and inheritance
- 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

Materials and their Properties
Year 1
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

Year 2
Uses of everyday materials

- 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

Materials and their Properties
Year 3
Rocks

- 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

Year 4
States of 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

Materials and their Properties
Year 5
Properties and changes of materials

- 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, 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

Physical Processes
Year 1
Seasonal changes

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

Physical Processes
Year 3
Light

- 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

Physical Processes
Year 5
Earth and space

- 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

object
- find patterns in the way that the size of shadows change

Forces and magnets

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing

Year 4

Sound

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases

Electricity

(Pupils should know about the precautions for working safely with electricity.)

- identify common appliances that run on electricity

day and night and the apparent movement of the sun across the sky

Forces

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Year 6

Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Electricity

(Pupils should know about the precautions for working safely with electricity.)

- 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

- 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 conductor

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, making and evaluating**. The aim is that all pupils: develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world; build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users; critique, evaluate and test their ideas and products and the work of others; understand and apply the principles of nutrition and learn how to cook. The topics below (e.g. homes, puppets, 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 textiles project per year.** Suggested activities and learning objectives can be found below. **As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating** (see 'Physical wellbeing, health and lifestyles'/'Healthy living, including food and grow, cook, eat' section of curriculum for objectives).

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 safely 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

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products
- use pattern templates, mark out, cut and join materials using simple sewing techniques

Skills

- focused practical tasks to develop the necessary skills for making a particular product

Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

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 safely 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

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)
- understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)
- apply their understanding of computing to program, monitor and control their products
- make and use pattern templates, mark out, cut, pin and join materials using a range of different sewing and embroidery stitches

Skills

- focused practical tasks to develop the necessary skills for making a particular product

Cooking and nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Explore key events and individuals in Design Technology; Learn about CAD (computer aided design)

EARLY	MIDDLE	LATER
Structures **Year 1 eg Homes, Playgrounds** ❖ Use simple methods for making freestanding structures stronger and more stable ❖ Name different types of a product and main features ❖ Observe carefully, draw and name simple mathematical shapes in the context of a product ❖ Use basic cutting, shaping and joining techniques for 3D modelling, for example with paper and card using glues and masking tape ❖ Make simple hinges ❖ Use construction kits to aid modelling ❖ 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 **Year 2 eg Garden Seats** ❖ Use simple and increasingly more complex methods for making freestanding structures stronger, more stable and able to withstand greater loads ❖ Use construction kits to construct models ❖ Assemble and join framework structures ❖ Relate the way things work to their intended purpose by looking at existing products ❖ Discuss how materials and components have been used, people's needs and what other users say about them ❖ Assemble, join and combine materials and components together using a variety of temporary methods when making a prototype ❖ Recognise shapes and their application in simple structures, eg triangles and strengthening forces	**Structures** **Year 3 eg card structure - Packaging (sandwich)** ❖ Use strong shell structures ❖ Find out what other users say about a specific product and generate ideas for an item of packaging, considering its purpose and user/s ❖ 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? ❖ Examine how to measure, mark out, cut, score and assemble the net of a 3D shape ❖ Explore how to create different styles of writing for a purpose ❖ Explore, develop and communicate design proposals by modelling ideas ❖ Create a package for a given purpose ❖ Test and evaluate design ideas as they develop, and indicate ways of improving ideas ❖ Evaluate against design criteria, using product to pack a sandwich **Year 4 eg Strengthening framework structures: wood structure eg photograph frame** ❖ Investigate free-standing, strong shell structures and how they are made stable ❖ Consider ways to strengthen corners of structure (triangulation) ❖ Experiment with ideas to strengthen a range of materials ❖ Test and use materials for sides/roof of structure	**Structures** **Year 5 eg Kites, Musical instruments** ❖ Reinforce and strengthen framework structures, relating strength to shape ❖ Relate the way things work to their intended purpose ❖ Research information from a wide range of sources on different structures ❖ Record evaluations using labelled drawings ❖ Develop different strategies to embellish 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, tools and processes ❖ Critically reflect on ideas in order to improve them and suggest alternative methods of making and/or materials if first attempts fail ❖ Evaluate products, identifying strengths and areas for development, and carrying out appropriate tests **Structures** **Year 6 eg Shelters** **(See Year 5 Structures for design and making skills.)** ❖ Explore how materials and components have been used

- Use the appropriate vocabulary for naming and describing the equipment, materials and components they use
- Evaluate their products as they are developed, identifying strengths and possible changes they might make

- Use 3D labelled drawing to model design and specify criteria
- Explore and evaluate existing products and generate ideas
- For relevant products make a mock-up using suitable materials
- Be able to design a suitable product for a particular purpose
- Be able to safely use hacksaw, drill and bradawl to work with wood
- Make accurate measurements
- Evaluate work against the original criteria for the design and for strength and stability

- Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways

Textiles

Year 1 eg Finger puppet

- Draw around a template
- Recognise that there are different types of a product made up from different parts
- Make simple drawings and label parts
- Recognise that ideas for their own designs can be developed by looking at a selection of existing products
- Identify simple design criteria
- Model ideas by making a paper mock-up using glue as a joining technique
- Mark out, cut and join fabric pieces to make the main part of a product using simple joining techniques, for eg gluing and stitching as appropriate
- Use appropriate finishing techniques
- Evaluate against own design criteria

Year 2 eg Glove puppet, Sunhat

- Recognise that there are different types of a product and that they are designed for different

Textiles

Year 3 eg money container

- Use a 2-D fabric shape to make a 3-D product
- Use patterns/templates and fastening techniques
- 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
- Recognise that fabrics have different 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 decorative techniques eg simple embroidery or fabric crayon
- Appreciate the aesthetic qualities of a

Textiles

Year 5 eg Bags

- Use a combination of pattern pieces and fabric shapes to make a 3-D product
- Ensure accuracy in pattern making, including leaving a seam allowance
- Recognise that products are designed for a particular purpose and are suitable for different users
- Critically evaluate existing products and decide on end user for their product
- Explore a range of different materials which can be used on a product
- Recognise that pattern/templates can be used many times and this ensures consistency in size
- Pin or tack, sew and stitch materials together
- Develop a design specification for a portfolio or design proposal
- Communicate ideas through drawings and modelling

purposes and different uses
- Evaluate existing products and identify criteria to use in their own designs
- Make simple annotated drawings
- Recognise that some joining techniques are stronger/weaker than others and make comparisons
- 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
- Model ideas by making a paper mock-up and mark out, cut and join material to make main part of final product

design
- Draw up simple design specifications and make a plan of how to make the product (in stages)
- Make a paper pattern/template that uses a seam allowance
- Measure, tape or pin, cut and join fabric with increasing accuracy
- Evaluate against design criteria and suggest improvements

Year 4 eg wall hangings, samplers, coat of arms
- Cut rectangular patterns/templates and join fabrics by stitching
- Consider how other materials can add further properties to textiles eg beads, buttons
- Make labelled drawings showing specific features
- Sew using a range of different stitches
- Explore the different properties of fabrics
- Recognise that fabric can be joined in temporary and permanent ways
- Explore and experiment with simple weaving and knitting to create their own fabrics or enhance a design
- Use simple decorative techniques e.g. appliqué, embroidery, dye or fabric paints
- Design a product using textiles for a specific purpose with appreciation of the aesthetic qualities of a design
- Draw up simple design specifications and 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

- 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

Year 6 eg Slippers
(See Year 5 Textiles for design and making skills.)
- Use specific product vocabulary eg insole, last, tongue for footwear design
- Consider that a designer needs to think about appearance, function, cost and safety when designing products
- Consider how to adjust a pattern to cater for different sizes and consider reversing a pattern to make left and right
- Use a simple sewing machine (if available) for demonstration and extension
- Develop a design specification for a design proposal and make a pitch, eg Dragon's Den
- Communicate ideas using IT and photography
- Consider how to achieve a quality product maintaining quality control

original specifications

Mechanisms

Year 1 eg Moving pictures

- Use simple moving joints, levers and sliders
- Join materials using sticky tape, glue and paper fasteners
- Draw pictures that can be cut out
- 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, eg scissors, balances and moving books
- Recognise 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
- Create a moving storyboard to present an idea for a new story
- Choose mechanisms which offer movement appropriate to their story
- Model their design and story ideas in card and paper to make a prototype
- Make their design using appropriate techniques
- Evaluate their product by discussing how well it works in relation to the purpose

Year 2 axles eg Winding Up (winch and pulley): make a well (linked to nursery rhyme); make a lighthouse (linked to 'The Lighthouse Keeper's Lunch')

- Use winding/winch/pulley mechanisms
- Use construction kits to support understanding
- Recognise that a winding mechanism has an axle

Mechanical Control

Year 3 Pneumatics – eg moving toys

- 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 and 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
- Choose an idea according to logistical constraints eg materials
- Use a storyboard to design and record the sequence of their work
- Evaluate the product and purpose of improvements

Year 4 Moving pictures – eg book

- Use levers and linkages
- Distinguish between fixed and loose levers and linkages
- 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 eg pull direction and movement it produces
- Use appropriate technical vocabulary to describe materials and mechanisms
- Measure, mark out, cut and shape a range

Mechanical Control

Year 5 Cams – eg moving toys

- Explore existing products and recognise the movement of a mechanism within a toy or model
- Use specific subject vocabulary and understand what it means
- Use cams to change rotary movement into linear/reciprocating movement
- Understand that a cam will change rotary motion into linear motion
- Understand that different shaped cams produce different movements and about the relationship between a cam and a follower
- Measure and mark out accurately
- Use tools, eg hacksaw, utility scissor snips, for cutting safely and effectively
- Use a drill or bradawl to make an off-centre hole in a wheel
- Consider the characteristics of the cam mechanism when designing the moving part of their toy
- Produce labelled 3D drawings of their design and select/record required materials
- Test out their design ideas before proceeding
- Cut and join with accuracy to ensure a good-quality finish to the product
- Decorate finished product considering aesthetics and end user
- Test the mechanisms and make adjustments where necessary
- Evaluate it personally and seek evaluation from others

that turns and a handle
- Observe carefully what happens when such a mechanism works
- Make simple drawings to show how the mechanism works
- Investigate techniques for making winding mechanisms
- 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 strong and stable structure to support a mechanism
- To evaluate against design criteria

Year 2 Wheels, axles and axle holders eg vehicle
- Use wheels, axles and axle holders
- Understand that wheels can be attached tightly or run freely on an axle
- Know that axles are attached to a chassis
- Recognise that different types of vehicle design require different parts to fulfil their purpose
- Explore ideas for designs by looking at familiar products
- Make simple sketches and drawings, label parts and update their design as they are making their product
- Apply knowledge of properties of everyday materials when selecting and using materials for their design
- Devise simple criteria to evaluate their approaches, products and outcomes
- Begin to select equipment and tools to make their work more effective and efficient, and explain the reasons for their choices
- Identify a purpose for what they intend to design and make

of materials, using appropriate tools, equipment and techniques
- Join and combine materials and components accurately in temporary and permanent ways (mock ups and final product)
- Explore how simple mechanisms can be used to produce different types of movement eg rotary, slide
- Plan how to make, use materials, equipment and processes
- Evaluate design ideas as these develop, indicating ways of improving their ideas and to evaluate the book/page against the original design criteria

Mechanical and Electrical Control
Year 4 eg torch, lighthouse, burglar alarm
(Never use mains electricity)
- Use simple switches and circuits to design and make a functional product
- Explore the ways in which different types of switches work or can be activated and related to possible output warning devices
- If available, show how to use a control program for an alarm or light
- Evaluate existing products for torches and generate design ideas appropriate to the purpose
- Think about how electrical circuits can be used to achieve functioning results
- Think about how to control their alarm using a control box/program if available
- Evaluate their products carrying out appropriate tests and improvements

Mechanical and Electrical Control
Year 6 - eg Fairground ride
- Explore moving toys which feature pulleys or gears
- Use specific subject vocabulary and understand what it means
- Use pulleys or gears and understand how the mechanisms work
- Use switches and motors in 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
- Discuss how control systems are used in everyday life using the appropriate vocabulary related to control systems
- Model and explore ideas for own product that uses mechanisms, by using construction kits or making a model from a set of instructions
- Develop a design specification for a design proposal and make a pitch to a relevant organisation, e.g. theme park
- Communicate ideas using IT and photography
- Consider that the direction of rotation and the speed of an electric motor can be controlled and varied
- 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 90

- Refine their design based on what they have found out through investigative work
- Consider how to include opening and closing mechanisms eg door hinges
- Measure and cut accurately
- Assemble, join and combine materials in order to make a vehicle
- Evaluate against design criteria

degrees (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
- Make an attempt to calculate product costs for at least one copy of their product

SCIENTIFIC AND TECHNOLOGICAL UNDERSTANDING

COMPUTING

EARLY	MIDDLE	LATER
E-safety ❖ **Digital footprint:** Learn how to create safe images which don't reveal personal information ❖ **Staying safe:** Which/ whose devices is it safe for me to use?; Understand that some internet content is not appropriate for me; Knowing a selection of websites which *are* appropriate for me; Understand that I should not put any information about myself on the internet ❖ **Viruses etc.:** What they are and what they can do; How to avoid them; How to deal with and avoid pop-ups in games and internet browsers ❖ **Security:** Know how to make a good password; Know how to keep your password safe ❖ **Cyber bullying:** Understand concept of online interactions being the same as 'real-life' ❖ **How to report issues:** Know to speak to a responsible adult if they come across anything that is inappropriate or makes them feel uncomfortable/ threatened ❖ **Age appropriate usage:** Understand purpose of age-restrictions on gaming, social media, streaming services and other online content ❖ **Mental/ physical health in the digital sphere:** Know how to adapt their posture and device position when using devices for any length of	**E-safety** ❖ **Digital footprint:** What information should you share on a social network? Understand how to use privacy settings; Identify who can see your online interactions and information (comparing open chat rooms/ private messaging etc.) ❖ **Staying safe:** Know how and when to withhold personal information; Know how to avoid leaking personal information through images; Understand what a 'friend' is; Know that financial costs can be incurred through add-ons in apps/ software, and understand that you need permission from the bill-payer before starting any transaction ❖ **Viruses etc.:** Recognise 'phishing' emails and websites; Recognise legitimate emails (known contacts/ businesses); Know what to do if you've had your email/ other account hacked; Use virus checkers and filters ❖ **Security:** Understand risk of saving passwords on different devices ❖ **Cyber bullying:** Know the range of what can constitute bullying (manipulation/ being excluded/ your information and content being shared without your permission etc.); Understand concept of all online communication potentially being public; Understand that the negative emotional impact of cyber bullying is the same or worse	**E-safety** ❖ **Digital footprint:** Understand the impact and impression given by your own online content; Research your own digital footprint; Control your own online identity; Communicate respectfully, inclusively and responsibly online through awareness of different potential audiences ❖ **Staying safe:** Identify manipulative communication; Understand dangers of extremist and illegal content; Avoid illegal downloads and other potentially criminal online activity; Understand intellectual property so as to avoid plagiarism/ piracy; Identify when you are being sold to; Identify when an individual/ group/ organisation is trying to influence you ❖ **Viruses etc.:** Recognise different levels of risk in downloads (authenticity of different websites) ❖ **Security:** Recognise risk levels of different devices (e.g. – internet café computers/ wi-fi networks that are not secure/ your phone vs your friend's phone etc.) ❖ **Cyber bullying:** Understand what 'trolling' is and the implications of it ❖ **How to report issues:** Understand how to balance your own privacy with being open to your family ❖ **Age appropriate usage:** Understand what

time, so as to prevent aches/ pains/ eye strain	than bullying in 'real-life' ❖ **How to report issues:** Be able to use 'block'/ 'report' buttons; Use screenshots to capture evidence ❖ **Age appropriate usage:** Revisit age-restrictions on gaming and other online content	constitutes adult content, and know what is appropriate for you to access at different ages ❖ **Mental/ physical health in the digital sphere:** Understand that people manipulate their own online persona to give an unrealistically positive impression of their life; Know how to restrict your own device usage to improve sleep patterns/ mindfulness etc
Information Technology ❖ Be able to log onto network or class area. ❖ Be able to log onto and navigate around our MLE; use links on class pages; use subscription services that our school has bought into (e.g. Espresso) ❖ Be able to explore a simple web page and develop understanding of 'home'/ 'back'/ 'find' buttons ❖ Develop understanding of how to select words and phrases to make an effective search. ❖ Use a variety of sources to find information for a theme e.g. video, podcasts. ❖ Recognise common uses of digital devices and information technology beyond school	**Information Technology** ❖ Be able to refine their searching skills use key words (instead of sentences) to find what they are looking for ❖ Know where to find different types of media (images/ sounds/ videos etc.) ❖ Understand how to extract relevant information that they understand and can paraphrase. ❖ Understand that not all information on the Internet is accurate and that there is a need to check information from several different sources. ❖ Understand the uses of computing and digital devices across different areas of society (e.g. hospitals/ policing/ sport etc)	**Information Technology** ❖ Understand the terms 'copyright' and 'plagiarism', and be able to find Creative Commons (copyright-free) material for their own use ❖ Understand that use of the internet in some countries/ areas may be controlled, restricted or non-existent, and that the quality of internet connection can vary by area or country ❖ Know and understand the history of computing, and how it has shaped our world ❖ Predict future uses of computing technology based on current trends and potential future problems/ needs (e.g. climate change/ increases in world population)
Data Handling ❖ Use simple data handling software to create a range of graphs and charts from data that they have collected	**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 package	**Data Handling** ❖ Know how to sort and analyse data ❖ Through analysis, check the reliability of the data obtained and know where to try again if there is inaccurate information ❖ Independently choose the most appropriate data-handling package for their task ❖ Choose the most appropriate graph type/ format and explain their decision ❖ Present their information using a variety of media, explaining their choices by considering

		their audience
Sharing, Playing and Collaborating Online ❖ Understand some of the ways in which we can share ideas online e.g. Fronter, email, blogs ❖ Understand the differences between the forms of communication available on the web (social networks/ instant messaging/ email/ blogging etc) ❖ Understand who they are communicating with in each situation (with family/ friends/ a company/ strangers)	**Sharing, Playing and Collaborating Online** ❖ Know the advantages and disadvantages of different forms on online communication in terms of audience/ security and safety/ purpose ❖ Choose the most appropriate form of communication for the purpose at hand ❖ Understand how we change our use of language and content of our communications based on the method being used and audience (e.g. differences between sending an instant message/ email to a friend or publishing a message on an open social network such as Twitter) ❖ Understand that online communication is potentially more difficult than face-to-face communication due to absence of body language/ facial expressions etc ❖ Learn how to compose digital communications (emails/ blog posts/ instant messages etc) clearly and succinctly to reduce the risk of the misunderstanding	**Sharing, Playing and Collaborating Online** ❖ Understand that, when you share online content with friends/ family, you have a responsibility to ensure that the material is not 1) offensive, or 2) a potential security risk (viruses etc)
Digital Literacy ❖ Be able to use a variety of devices to record images –iPads, tablets, digital cameras, etc. ❖ Be able to create a picture for a purpose/ to model real life, e.g. using an art app/ package to draw a picture of a particular time of day ❖ 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, podcasting, MS Word doc, animation,	**Digital Literacy** ❖ Create multimedia presentations with text, images, sound, video and hyperlinks in a range of formats (PowerPoint, Word, Publisher, Fronter page etc) ❖ Understand their audience and choose colour, text fonts, boxes and transitions appropriately ❖ Combine imported images (e.g. photographs/ images taken from the internet) with images created within art packages ❖ Use a range of techniques and effects to show different atmospheres/feelings ❖ Use Garageband/ Broadcaster/ Audacity etc to create layered sounds to tell a story with	**Digital Literacy** ❖ 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 ❖ Use embed codes to insert games, videos, online content into a blog/Fronter/website ❖ Understand how to use contact lists/ address books efficiently ❖ In presentations, 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

multimedia blog entry	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	than simply to impress ❖ Adapt images to a range of target audiences by focusing on composition/ use of colouring/ text etc ❖ Create online stories to share and then embedding into a blog/Fronter/website ❖ Create podcasts/radio shows to tell stories/explain ideas/share information; Discuss their choices, audience and impact. ❖ 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 ❖ Regularly evaluate their work and its effectiveness
Using Devices ❖ Know how to turn on/off the devices they use (laptops, desktops, iPads, cameras etc) ❖ 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 etc ❖ Understand the importance of sensible, specific file naming. ❖ Understand how to look after devices to increase their shelf life ❖ Understand that browsers are used to access the internet and that there are different browsers; Recognise a few key icons for browsers (Internet Explorer/ Firefox etc) ❖ Know that an icon represents an application/ function ❖ Be able to navigate between tabs and use bookmarks. ❖ Be able to upload images from an iPad/ digital camera etc onto a laptop or desktop to use at a later date or as part of a multimedia project.	**Using Devices** ❖ Know how to upload a file onto Fronter. ❖ Know how to create and manage folders (on a hard drive/ cloud/ other device) so that documents can be quickly and easily retrieved by themselves or someone else ❖ 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? My mouse isn't working – is it plugged in? My computer is crashed – do I know how to force quit? [Ctrl+Alt+Del]). ❖ Know there are different file types and have a general idea of the purpose of the most common examples (e.g. wav/ mp3/ ogg = sound; jpg/ gif = image; doc/ txt = text etc.) ❖ Understand the terms: USB, Ethernet, cloud computing, server, hardware, software,	**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) ❖ Become familiar with typical file sizes for particular document types. ❖ Understand the terms: bits, bytes, megabytes, and gigabytes (all units of measure for digital information)

❖ Understand the terms: mouse, keyboard, screen, desktop, browser, icon, internet.		
Computer Science/ Technological Understanding ❖ **Core concepts:** - Understand that 'algorithm' means a set of rules/ instructions - Understand that computer programs are a collection of algorithms - Understand that computers need precise instructions - Understand that 'debugging' means editing/ checking/ changing ❖ **Programming:** - Create and record simple programs to achieve a particular outcome, understanding that devices will only act on information given and that the information needs to be input in a specific way for the device to work. Do so using: > A Beebot or other control device > 'Real life' situations (e.g. Instructions for making a jam sandwich) > A software package such as Espresso Coding - Predict outcomes of programs (e.g. Will this set of instructions successfully help us make this cake?) ❖ **Hardware and processing:** - Recognise the difference between input devices (e.g. a keyboard) and output devices (e.g. a computer monitor) and understand that some devices can be both input and output (e.g. an iPad screen) - Understand that a range of devices can be called a computer - Understand that all computers are programmed	**Computer Science/ Technological Understanding** ❖ **Core concepts:** - Understand the meaning and purpose of iteration ('repeat loops') - Understand the meaning and purpose of selection ('If…then…' statements) - Understand that there can be different solutions to the same problem ❖ **Programming:** - Design simple algorithms using iteration and selection - Design computer programs to control real life/ physical devices - Debug own and other pre-written programs - Use flowchart diagrams to show and explain 'real-life' programmes (e.g. How to work your way through a maze) - Use programming tools such as Scratch/ Espresso Coding ❖ **Hardware and processing:** - Understand that devices are generally defined by the programs that runs them - Select and use different input and output devices to meet different criteria	**Computer Science/ Technological Understanding** ❖ **Core concepts:** - Understand the difference between uses of 'If…then…' and 'If…then…; else…' statements - Understand the use of 'Repeat until' statements - Understand how variables control and use data in programs; ❖ **Programming:** - Design programs to meet specific criteria and solve problems, using a range of iteration and selection statements plus use of variables to achieve their aims - Design and evaluate programs based on audience/ purpose/ effectiveness - Create different programs to meet the same criteria/ end goal - Recognise pros and cons of different algorithms, and identifying the most efficient method for solving a problem - Continue focus on debugging - Use programming tools such as Scratch/ Espresso Coding ❖ **Hardware and processing:** - Understand the main functions of the different components in a computer - Understand the difference between physical, wireless and mobile networks

Caribbean Connections

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 (link to sustainable schools)
- Children will look at the emergence of carnival in Britain – make links to Notting Hill riots and other street celebrations such as Pride and local parties
- Weather & climate change: hurricanes, rainfall
- Reflect and evaluate beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment
- Human rights (UDHR 1948), 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, JKF)

Scientific and Technological Understandings

- Science – focus on working scientifically. Look at the work of a famous Caribbean scientist such as **Anthony Chen or** Dr. Marcia Roye
- 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?
- Computing: Chd create presentations in Scratch to represent the story of Windrush, using 'Broadcast' blocks to move between scenes and 'Ask…' blocks to add a quiz element

Maths, Economics and Enterprise

- Maths – stand alone & Inspire
- 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 / Celebrate & Educate

Linking to newcomers in our school – what can we learn about them and where they come from? Celebrating culutres & traditions Interview members of the community who moved from the Caribbean – reasons for moving, what they thought of London when they arrived.

Sustainability

Year 5

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.

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 /climate change
- 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.
- Computing: Chd model movement of solids/ liquids/ gases using iteration (repeat/ forever) and conditional ('If…') clauses to show the movement of the particles

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.
- 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 / Celebrate & Educate

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

Food for Thought

Year 4

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 global footprints – 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.
- Chd use Scratch to design a programme which gathers data on people's eating habits then display the results (use 'Ask…' blocks to gather the data, 'Variable…' blocks to store it and different sprites to display the results)

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 Art, 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.

Trips and Visitors

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

Community Cohesion / Planning for Diversity

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

Behind the Great Wall…

Year 3

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 CEA
- 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

Role Play – Going on a journey to China – buy tickets, packing, aeroplane journey, check passport and planning visit!

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.
- Computing: Linked to their literacy topic, chd create firework displays in Scratch, learning how to use motion blocks and 'If…' clauses to create the impression of random movement. Chd then use this as a basis for creating a playable game.

Maths, Economics and Enterprise

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

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.

Trips and Visitors

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

Community Cohesion / Planning for Diversity / Celebrate & Educate

Celebrating different cultures and traditions and the mutual understanding of communities and cultures

A Bug's Life

Year 1/2

Key Questions & Ideas / Creative Entry Point
What is great about going to school in Hither Green?
Design and create model gardens

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 using Lewisham framework

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.
- Diversity – learning about and respecting people in our local community. Celebrating diversity.
- 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.

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 - diversity.
- In DT, the children will design and build a structure/home for an animal or insect, e.g. an eco-house or insect hotel.
- Design their own garden/park after looking at examples by Gertrude Jekyll, Monty Don and Charlie Dimmock
- Children will develop their ICT skills through their fieldwork – using flipcams and iPads to share information and using internet to find information.
- Computing: Chd programme BeeBots (both physical ones and on iPads), creating sequences that are 5 or more instructions long to move around mazes

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 art, 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 / Celebrate & Educate

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?