Finchingfield
St John the Baptist
C of E
Primary Academy

Our Curriculum

2022/2023

Our Vision:

Every day children will **learn** to write through focused guided writing, **practise** writing in foundation subjects and practice handwriting following the PenPals programme; **learn** to read through focused guided reading, **apply** reading skills in other subjects and be read to every day through a daily story time; **practise** mental number skills in a daily maths session; **learn** mathematical concepts through focused guided learning and **apply** them both to problem solving.

Literacy skills will be developed using foundation subjects as the content of learning to enable **smarter** use of time.

We will focus on teaching the **major** skills that **our** children need and will use in life;
the skills that will have the **greatest** impact on children's progress.

GROWTH MIND SET – The more you do something the better you get at it!

This skill based curriculum will **enable** each class teacher to plan relevant and exciting learning, bringing in their own interests, and following the interests of the children.

Pupils will have the opportunity to contribute to planning, enabling them to take more ownership of their learning.

Foundation subjects can be planned to be delivered in blocks (they do not all have to be taught every week) and multiple subject skills can be combined through a common learning theme where it maximises learning opportunities and supports better progress and outcomes.

Each class base has the necessary individual resources and a curriculum budget from which to purchase all of the resources that they need to deliver their learning, to promote **no excuse teaching.**

Know me

Know what I like

Listen to me

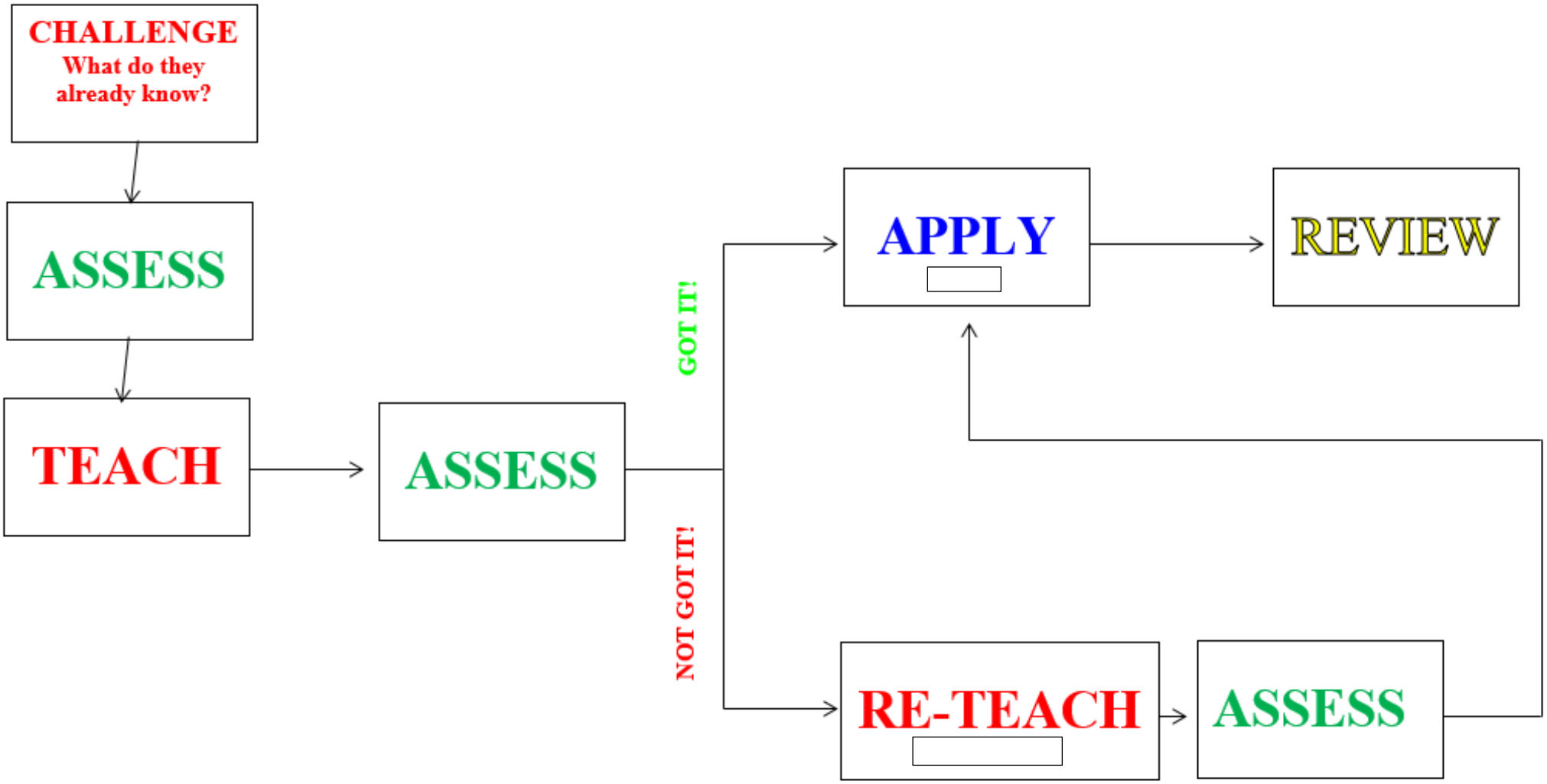
Plan the learning I like

Be interested in ME

"Capture my heart and soul and I'll give you my brain"

RELATIONSHIPS -:- FEEDBACK

Outstanding Teaching and Learning:



Every day children will **learn** to write through focused guided writing, **practise** writing in foundation subjects and practice handwriting following the PenPals programme;

learn to read through focused guided reading, **apply** reading skills in other subjects and be read to every day through a daily story time.

Literacy skills will be practised and applied using foundation subjects as the content of learning to enable **smarter** use of time.

GROWTH MIND SET – The more you do something the better you get at it!

SKILL PROGRESSION for SPEAKING AND LISTENING		
	Pupils in Class 1 need to:	**Pupils in Class 2 need to:**
Talking to others	• Begin to switch attention to what you are saying. • Develop their communication, but may have problems with irregular tenses and plurals, such as 'runned' for 'ran'. • May have problems saying j, ch, th, sh and multisyllabic words e.g. hippopotamus. • Use longer sentences of four to six words. • Can start a conversation with an adult or friend. • Understand how to listen carefully and why listening is important. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences.	• Share feelings. • Talk in an audible voice that is understood by others. • Keep in mind the listener. • Speak in sentences. • Talk about experiences. • Vary talk to engage listeners. • Choose words and gestures for different situations.
Talking with others	• Be able to express a point of view and to express when they disagree with an adult or a friend, using words as well as actions. • Use talk to organise themselves. • Use a wider range of vocabulary. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, explaining how things work and why they might happen. • Talk about music, dance and performance art, expressing their feelings and responses.	• Engage with the speaker, listening attentively. • Engage with others, taking turns. • Stick to a main theme. • Listen and respond to a speaker. • Make appropriate contributions in a discussion.
Talking in drama	• Take part in simple pretend play. • Develop storylines in their pretend play.	• Play imaginatively, acting out characters using everyday language. • Introduce a storyline/narrative into their play. • Adapt speech and gestures to different roles and scenarios.
Talking about talk	• Talk about stories, remembering much of what happens. • Understand a question or instruction that has two parts. • Understand 'Why' questions. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding.	• Notice different ways of speaking. • Experiment with ways to express meaning. • Use past and present forms accurately. • Express meaning in different ways.
	Pupils in Class 3 need to:	**Pupils in Class 4 need to:**
Talking to others	• Develop ideas through a discussion. • Organise talk to help the listener understand. • Adapt language to suit the audience.	• Elaborate on main points and ideas to give extra meaning. • Shape talk in a deliberately engaging way. • Adapt vocabulary, gestures and movement in ways well matched to the audience.
Talking with others	• Make relevant comments to a speaker. • Take different roles within a group.	• Recognise significant details. • Recognise implicit meanings. • Sustain roles within a group.
Talking in drama	• Adapt talk, gestures and movement to create a role or scenario.	• Show insight into situations through well-chosen speech, gesture and movement.
Talking about talk	• Express meaning in different ways and describe why it is effective.	• Explain the features of language use that make it effective.

Skills progression for READING		
Simple View of Reading		**Class 1**

Learning to read (word recognition skills)	**Phonic Skills and Strategies (decoding)**	**<u>Use 'My Letters and Sounds' to teach phonic knowledge and skills</u>**
		My Letters and Sounds Phase 1
		• Develop phonological awareness so that they can:
		  ○ spot and suggest rhymes
		  ○ count or clap syllables in a word
		  ○ verbally recognise words with the same initial sound, such as money and mother
		My Letters and Sounds Phases 2- 3
		• Read individual letters by saying the sounds for them.
		• Blend sounds into words, so that they can read short words (CVC) e.g. h-a-t- hat, sh-o-p shop.
		• Read digraphs and trigraphs with the Phases.
		• Read common exception words within the Phases.
		• Read simple phrases and sentences made up of words with known letter-sound correspondences and exception words.

	Reading Expectation and fluency	• Understand the five key concepts about print:
		  ○ print has meaning
		  ○ print can have different purposes
		  ○ we read English text from left to right and from top to bottom
		  ○ the names of the different parts of a book
		  ○ page sequencing
		• Know many rhymes and be able to talk about familiar books and be able to tell a long story.
		• Engage in story times.
		• Listen to and talk about stories to build familiarly and understanding.
		• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
		• Learn rhymes, poems and songs.
		• Read with an adult books that are closely matched to their phonic awareness
		• Re-read books to build confidence in word reading, fluency, understanding and enjoyment.
		• Engage with non-fiction books.

Reading to learn (language and comprehension skills)	**Vocabulary and word understanding**	• Engage in extended conversations about stories, learning new vocabulary. • Use new vocabulary in different context.
	Comprehension	• Show some understanding of what they have read by answering simple oral questions. • Discuss some of the facts of a non-fiction book. • Begin to make sensible suggestions for what could happen next.
Book Skills		• Regular sharing of books (including textless and non-fiction).

	Class 2
Phonic Awareness / Decoding	**<u>Use 'My Letters and Sounds' to teach phonic knowledge and skills</u>** My Letters and Sounds Phases 4- 5 • Respond speedily with the correct sound to a wider range of graphemes • Sound and blend sounds to read unfamiliar words • Read common tricky / exception words • Develop memory of repeated words • Read contracted words My Letters and Sounds Phase 6 • Continue to apply phonic knowledge of sounding and blending until automatic decoding has become embedded • Recognise alternative sounds of graphemes • Read words with common suffixes • Read further common tricky / exception words • Read many words quickly and accurately without the need for sounding and blending • Use the whole sentence/topic to support the reading of unknown words that require decoding
Reading Expectation	• Read independently and aloud to an adult books that are closely matched to their improving phonic knowledge • Read aloud as a class (with the teacher) books that are consistent with their phonic awareness and beyond their reading ability.
Fluency	• Show an awareness of punctuation (pause at full stops and commas) when reading aloud • Have some awareness of inaccurate reading • Sound out unfamiliar words accurately, automatically and without undue hesitation • Re-read books to build up fluency and confidence • Copy the teacher's expression and intonation when reading aloud as a class (including when reading books that exceed their phonic awareness) • Use the punctuation in a text to aid fluency and expression • Begin to include intonation • Begin to include the expression for the characters independently • Correct some examples of inaccurate reading • Accurately recite poems and understand rhyme
Vocabulary and word understanding	• Discuss the meaning of blended, exception, high frequency and everyday words • Discuss the meaning of topic words • Link the meaning of unfamiliar words with those already known • Discuss and clarify the meanings of words, linking new meanings to known vocabulary • Use the whole sentence to support the meaning of unknown words • Use a classroom resource to discover the meaning of unfamiliar words
Comprehension	• Answer simple verbal questions about the books they have read • Talk about the meaning of books they have read independently • Explain clearly their understanding of books that have been read to them (beyond the level at which they can read independently) • Re-tell traditional stories • Make some simple inference on the basis of what has been said or done • Identify which character is speaking • Discuss the significance of the title and main events in a story • Explain and discuss their understanding of a range of books • Read and discuss the content of non-fiction books that are structured in different ways • Discuss and express views on books within and beyond their phonic understanding

	• Scan and locate information within a text • Answer verbal and written questions about books they have read • Make sensible predictions for what might happen next based on what has already happened and some of actions of the characters • Discuss the sequence of events in a book (including chronology) • Become more confident re-telling a range of different stories • Discuss their favourite words and phrases and why particular words have been used by the author • Discuss how an event in a story has effected a given result (e.g. inference on characters feelings)
Book Skills	• Exercise choice in selecting books and be taught how to do so. • Begin to understand the difference between fiction and non-fiction books • Begin to self-select a book from the library • To be introduced to the contents page, glossary and index • Learn about the simple features of different text types • Some children may begin to use Accelerated Reader (when appropriate for the individual)

	Class 3
Phonic Awareness / Decoding	• Accurately apply phonic knowledge to decode unfamiliar words • Further extend their knowledge of exception words • Continue the systematic teaching of phonics for children who cannot consistently use sound and blend skills in line with Phase 6 expectations • Understand that the mispronunciation of a word might be key to the meaning of a sentence
Reading Expectations	• Regularly read (and be read too), discuss and explain their understanding of a range of books and texts that are structured in different ways and for different purposes • Contribute to group and class discussions • Read and understand stories from a range of genres • Read and perform poems and play scripts
Fluency	• Read aloud in a small group showing an understanding of volume and some use of intonation and tone (expression) • Accurately use the punctuation in a text to aid fluency and expression • Read (and perform) poems and play scripts, showing some understanding of intonation and tone (expression), volume and action • Correct most examples of inaccurate reading • Confidently read (and perform) poems and play scripts • Re-read, and rehearse poems and plays to improve fluency and performance
Vocabulary and word understanding	• Apply their growing knowledge of root words, suffixes and prefixes to help with word meanings • Discuss and clarify the meanings of words, linking new meanings to known vocabulary e.g. word families • Learn how to use a dictionary to check the meaning of words that they have read • Explain the meaning of words using the context of the text and topic • Use these words in the correct context e.g. orally and written • Discuss the meaning of identified ambitious words • Use dictionaries to check the meaning of words that they have read
Comprehension	• Ask a range of questions about the texts they are reading or those read to them • Explain and discuss their understanding of books, drawing on evidence from the text • Scan, locate and highlight information within a text to answer verbal and written questions • Summarise the key information from a paragraph or section of text • Summarise the key information from a one page text • Draw inferences such as inferring characters' feelings, emotions or actions and giving some examples from the text • Comment on specific word choices and the effect they have on the themes, structure or presentation of the text • Begin to identify and comment on figurative language (e.g. similes and alliteration) • Discuss the sequencing and organisation of information or events in fiction and non-fiction • Differentiate between statements of fact or opinion (link these to different text types) • Make sensible predictions based on stated and inferred details • Identify and discuss themes and conventions from a range of different genres • Make comparisons between different text types: setting, characters and plot by identify similarities and differences • Discuss the author's purpose and opinion
Book Skills	• Independently, exercise choice in selecting fictional books from the library • Independently select non-fiction books from the library for a given purpose • Use a range of non-fiction books for pleasure and research purposes • Use the features of a non-fiction book (contents page, glossary and index) • Accurately retrieve and record information from a non-fiction text

	Class 4
Phonic Awareness / Decoding	• Continue the systematic teaching of phonics for children who cannot consistently use sound and blend skills in line with Phase 6 expectations.
Reading Expectations	• Regularly read (and be read too), discuss and explain their understanding of a range of books (including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions) and plays. • Contribute to class and group discussion building on their own and others' ideas and challenging opposing views courteously • Explain and demonstrate their understanding of what they have read maintaining a focus on the topic and using notes where necessary e.g. formal presentations and debates • Read, perform, discuss and analyse a range of poems
Fluency	• Read aloud (in a small group or to the class) a wider range of poetry, fiction and non-fiction books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace • Have a range of strategies to work out the pronunciation of an unfamiliar word • To include suitable tone, intonation, volume and speed • Confidently self-correct inaccurate reading • Develop confidence, enjoyment and mastery of language, which can be extended through public speaking, performance and debate. • Read and pronounce almost all words effortlessly and automatically • To include suitable tone, intonation, volume and speed and vary these appropriately according to the text.
Vocabulary and word understanding	*The pronunciation and meaning of new / unfamiliar / ambitious vocabulary should be modelled and specifically taught (expectation)* • Apply their greater knowledge of root words, suffixes and prefixes to help with word meanings • The meaning of new vocabulary should be linked to known vocabulary e.g. word families • Children should be confident using a range of strategies to find out the meaning of unfamiliar or new vocabulary • Infer the meaning of unfamiliar words using the context of: topic, sentence, text and word class • New vocabulary is frequently used in independent writing
Comprehension Skills	• Retrieve, record and present information from non-fiction • Summarise the main ideas drawn from a short text or chapter identifying details that support the main ideas. • Discuss the sequencing of key events and disregard unimportant information • Identify, discuss and analyse in depth the themes and conventions of a story • Refer back to the text and include sufficient detail to justify a given answer (including reference to both sides of a discussion) • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with detailed evidence from the text. • Summarise the main ideas drawn from an entire text identifying key details that support the main ideas • Identify how language, structure and presentation contributes to meaning in more complex texts • Make detailed comparisons within and across a range of texts • Identify, comment and analyse the use of figurative language and its effect on the reader • Analyse the author's purpose and opinion
Book Skills	• Independently select non-fiction books from the library for a given purpose • Confidently use the features of a non-fiction book (contents page, glossary and index) • Independently, select fictional books from the library including some use of classical texts and make recommendations to their peers • Clearly understand the task before accurately locating and selecting relevant non-fiction information from a range of sources • Use a range of non-fiction books for pleasure and research purposes

Skills Progression for WRITING

	Class 1	Class 2
Sentence Construction	• Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list. • Writes some or all of their name. • Writes some letters accurately. • Write short sentences with words with known sound-letter correspondence (during adult led sessions and in their own play). • Begin to break the flow of speech into words. • Continue a rhyming string • Represent some sounds correctly and in sequence. • Writes labels and captions • Use capitals for own name • Begin to use finger spaces • Write simple sentences which can be read by themselves and others	• Write grammatically accurate phrases • Write simple sentences that make sense • Use capital letters and full stops mostly accurate • Use some capital letters for proper nouns • Use capital letters for personal pronouns (I) • Use capital letters and full stops accurately • Write accurate simple sentences • Write accurate compound sentences • Demonstrate some use of complex sentences • Use past and present tense generally consistently • Demonstrate greater consistency in the use of capital letters for proper nouns
Range Of Connectives	•	• Begin to use for, and, nor, but, or, yet, so (coordinating) • Use when, however, because (subordinating)
Varying Openers	•	• Use a range of story openers e.g. once upon a time, one day • Demonstrate some variety (to avoid repetition) in non-fiction writing • Use some variation in sentence openers • Use language used to show order in fiction (in the morning, later that day) • Use time openers (first, next and finally)
Text Structure	• Writes other things such as labels and captions. • Writes simple sentences (can say what their sentences say).	• Includes events in fictional writing in the correct order • Shows an awareness of chronological order where appropriate e.g. actions numbered • Makes connections between ideas by repetition of subject or topic • Use of common phrases show the end of a piece of writing e.g. the end, they lived happily ever after. • Uses a range of ways to open a story • Shows some attempt to group ideas appropriately • Shows some understanding of how to sequence ideas appropriately • Related sentences are linked by the use of pronouns or time openers
Use of language	• Can make sensible word selections. • Attempts to write short sentences in meaningful contexts	• Word choices appropriate to show meaning • Uses adjectives to describe nouns • Some use of modelled advanced language • Topic words used appropriately • Ideas generally relevant to taught text type • A simple viewpoint can be given • Some exciting adjectives used for effect • Some expanded noun phrases • Demonstrates an understanding and use of adverbs

		• Simple use of figurative language such as similes, rhyme, alliteration or onomatopoeia
Audience	• Re-read what they have written to check it makes sense. • The majority of sentences can be read by an adult.	• Demonstrates they know the difference between a fiction and a non-fiction piece of writing • Demonstrates an awareness of purpose and who will be reading their writing
Punctuation	• Writes short sentences with a capital letter and full stop. • Uses capitals for own names. • Begins to explore the use of full stops. • Begins to use finger spaces (separation of words with spaces).	• Uses full stops and capital letters (mostly accurate) • Uses ? ! , ‘ “ “
Handwriting	• Uses a tripod grip with good control when holding a pen or pencil. • Shows preference for a dominant hand. • Develops small motor skills so that they can use a range of tools competently, including pencils for drawing and writing. • Develops foundations of a handwriting style which is fast, accurate and efficient. • Uses a pencil with good control and holds it effectively to form recognisable letters, most correctly formed • Starts letters in correct place for lower case letters. • Forms the majority of lower case letters correctly. • Begin to write on a line. • Begin to use finger spaces • Form taught lowercase and uppercase letters correctly.	• Letters sized correctly • Formation is more consistent • Words positioned on the line • Ascenders and descenders mostly accurate • Consistently uses finger spaces between words • Demonstrates an understanding of upper and lower case letters • Some evidence of some letter joining • Upper and lower case letters generally not mixed
Spelling	• Hears the initial sound of words • Orally blends words • Writes some tricky words from memory e.g. the, my, we • Links sound to letters, naming and sounding the letters of the alphabet. • Uses their phonic knowledge to write words in ways which match their spoken sounds. • Writes some irregular common words. • Some words are spelt correctly • Some words are phonetically plausible. • Writes Phase 2/3 Tricky words in isolation • Uses all letters of the alphabet and the sounds which they most commonly represent. • Begin to use digraphs and trigraphs which have been taught and use the sounds which they represent. • Use blending and segmenting skills to write cvc and ccvc (cat, drum, fish, float) • Begin to write simple 2 syllable words (car park, handbag, bedroom)	• Accurately spell words from phase 5 letters and sounds • Begin to spell words accurately from phase 6 • Correctly spell the first 100 high frequency words • Accurately spell words from phase 5/6 letters and sounds • Correctly spell the first 300 high frequency words most of the time

	Class 3	Class 4
Sentence Construction	• Grammatically accurate simple and compound sentences • A greater use of complex sentences with mostly accurate use of subordinating connectives • Tense choice consistent and appropriate to task • Some use of modal verbs • Subject and verb almost always agree • Direct speech in sentences • Secure use of capital letters, full stops and tense for simple and compound sentences • Accurate use of a capital letter for proper nouns	• Capital letters are almost always accurate for proper nouns • A range of compound and complex sentences • Conditional sentences • Some advanced sentence construction e.g. 3 clauses / embedded clause • Use of more advanced modals • A range of grammatically sound simple, compound and complex sentences • advanced sentences with a range of clause structures • Embedded clauses are sometimes included • Short sentences used for effect • A range of sentence types e.g. question, speech and description • Use of the passive voice • Word order chosen for effectiveness
Range Of Connectives	• Uses for, and, nor, but, or, yet, so (coordinating) • Uses although, before, until (subordinating) • Uses since, if, unless, as, while (subordinating)	• Accurately uses for, and, nor, but, or, yet, so (coordinating) • Confident use of a range of coordinating and subordinating connectives • Uses whereas, despite the fact, nevertheless (subordinating connectives)
Varying Openers	• A range of methods used to open a sentence including fronted adverbials (Angrily) • A range of sentence openers • Open with subordination with some accurate comma usage • Open with an adverbial with some accurate comma usage	• A greater variety in sentence openers – subordination, speech, adverbials, time phrases • Comma usage more refined when opening with subordination, time phrase or adverbial. • A variety of methods used to open sentences with accurate comma usage most of the time
Text Structure	• Clear opening and closing sentences • Some evidence that opening or closing is becoming more developed • Ideas grouped logically including the use of subheadings • Paragraphs beginning to be used in fictional writing • Ideas developed within a sentence using connectives and pronouns / adverbials • Ideas developed across more than one sentence with adverbials or pronouns to create flow • A developed opening paragraph • Opens a story with speech • Uses paragraphs in fiction and non-fiction accurately most of the time • Sequences ideas appropriately (including accurate use of chronology) • Links beginning to be made between paragraphs • Evidence that an idea can be developed across 3 or 4 sentences	• A developed opening and concluding paragraph (which may be linked) • Uses paragraphs in fiction and non-fiction • Creates links within and between paragraphs • Paragraphs may be developed or shaped around a topic • Ideas are balanced with both sides of an argument given • Viewpoint is given with some evidence to support • Action, description and speech is included in fictional writing • A developed opening and concluding paragraph (with links) • A range of strategies and devices used for creating cohesion within and between sentences and paragraphs • Balanced, controlled and developed ideas • Action, description and speech is integrated effectively and balanced
Use of language	• More precise use of noun phrases • A better understanding of how to use adverbs • Some awareness of adverbial phrases through use of prepositions • Words chosen more specifically to add detail and clarity • Use of advanced language (including topic words) with greater independence	• Confidently uses a wide range of adjectives, modifiers and adverbs. • Adverbial and prepositional phrases add detail and description • Characters and settings are described effectively • Ideas are descriptive and developed through deliberate vocabulary or phrases • Stylistic features included e.g. figurative language • Exploration of the levels of formality required for each text

	• Use of figurative language such as metaphors, alliteration or onomatopoeia. • A wider range of adjectives • A wider range of modifiers • A wider range of adverbs • Accurate use of simple adverbial / prepositional phrases • Advanced language used independently • Ideas are developed, balanced and in greater detail • Use of figurative language such as similes, metaphors and personification	• Use of advanced, age-appropriate language • Writing is clear and includes effective use of content and language to inform or engage the reader (e.g. adverbial/prepositional phrases and expanded noun phrases) • Figurative language may be used effectively in fictional writing • Language is chosen precisely • Language is used to create atmosphere • Very advanced language is used appropriately
Audience	• Greater awareness of different text types and how their writing should change depending on the audience • An understanding of a range of text types • Features of text type / genre are generally appropriate to task • Writing is beginning to be adapted according to the audience	• An understanding of a wide range of text types • Writing is adapted and styled depending on the audience and text type on most occasions e.g. level of formality and presentation • Features of chosen text type / genre are clearly established • A clear difference between formal and informal writing through word choices and grammatical structures
Punctuation	• Uses ? ! , ‘ “ “ . . . ; : ( ) • Full stops and capital letters (almost always accurate) • Commas in a list, to separate two adjectives and after a fronted adverbial • Some commas in complex sentences (when opening with a subordinate clause) • Apostrophes for contractions and for possession • Begins to use brackets to add additional information • Speech marks around spoken words (with a capital letter and punctuation within)	• Uses ? ! , ‘ “ “ . . . ; : ( ) • Full stops and capital letters (always accurate) • Apostrophes for more advanced contractions and with greater accuracy for possession • Speech punctuation is more refined and accurate • Brackets are used to embed information • Semi colons are used in a list and sometimes to separate clauses • Commas used for clarity is accurate most of the time • Commas accurately used for parenthesis most of the time • The full rules of speech punctuation are used accurately most of the time • Some correct use of semi-colons, dashes, colons and hyphens
Handwriting	• Clear letter formation, positioning and spacing • Letters joined at the correct place • Clear difference between upper and lower case letters	• Neatly positioned, presented and joined fluent handwriting
Spelling	• Words that follow the patterns from the year 3 / 4 spelling curriculum applied correctly	• Words that follow the patterns from the year 5 / 6 spelling curriculum applied correctly

For information regarding greater depth please see T: pool

	Skills progression for GRAMMAR	
	Class 2	**Class 3**
Grammar Objectives	• Word classes: nouns, verbs and adjectives and adverbs, connectives / conjunctions • The difference between upper and lower case letters • Understand how nouns can be singular or plural and that you add 's' for regular nouns • That words can be put together to make a phrase or clause • Begin to understand the function of a connective • Begin to learn different sentence types: question, exclamation, command and statement • How a suffix can change the tense of a word – ing and –ed • Understand what a prefix is and give some examples • That words can be joined together to form a compound word • Know the difference between a common and proper noun • Use a capital letter for proper nouns • That the subject and verb in a sentence must agree • Understand and locate connectives (coordinating and some subordinating) • Know that a connective is also called a conjunction • Decide if a sentence is in past or present tense • Know what a noun phrase is • Identify the root part of a word • Investigate different prefixes and suffixes • Write function sentences: question, exclamation, command and statement • Identify and begin to spell singular and plural nouns • Know what a homophone is • Add commas for a list • Convert simple common phrases to single letter contractions and vice versa (e.g. don't and do not)	• Word classes: all noun types, verbs, adverbs, adjectives, connectives / conjunctions, prepositions, determiners / articles and modal verbs. • Learn about the difference between a simple, compound and complex sentences • Understand the difference between a coordinating and subordinating connectives • Know what a main clause is • Investigate word families based on common words and show how words are related in form and meaning. • Learn about the use of articles / determiners and when to use 'a' or 'an' • Investigate synonyms • Confidently change the tense of a verb (including irregular verbs) • Refine understanding and application of a range of prefixes and suffixes • Identify the root part of a word (in a greater number of words) • Different articles and determiners • Different noun types (common, proper, collective and abstract), • The difference between a personal and possessive pronoun • Know the difference between simple, compound and complex sentences • Identify main and independent clauses • Standard English forms for verb inflections instead of local spoken forms (*we were* instead of *we was*, or *I did* instead of *I done*) • Use synonyms and antonyms • Know the difference between using an apostrophe for possession or contracted form • Identify the expanded and contracted form of a phrase (would have and would've) and use the key language
New Key Language	Noun, verb, adjective, upper / lower case, phrase, clause, connective, suffix, prefix, letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, compound word, proper noun, personal pronoun (I), noun phrase, statement, question, exclamation, command, compound, adverb, tense (past, present), apostrophe, comma, conjunction, subject, coordinating, subordinating, homophone, contraction	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') synonym, root word, modal verb, simple, compound, complex, ellipsis, irregular verb, determiner, article, pronoun, personal pronoun, possessive pronoun, adverbial, contracted form, expanded form, collective noun, abstract noun, main clause / independent clause, standard English, verb inflection, synonym and antonym.

	Class 4
Grammar Objectives	• Understand and identify all word classes • Identify and use a relative pronoun • A thorough understanding of modal verbs • Identify and use relative clauses • Use brackets, a dash and a semi-colon • Identify main / independent and subordinate clauses • Know when to use a comma in a complex sentence • Understand that an exclamation must start with 'what' or 'how' • Confidently write different sentence types such as: exclamation, command and direct speech • Use a semi colon to separate two independent clauses • Know that adverbs don't always end in 'ly' • Understand that words can be fall into more than one word class • Understand the difference between formal and informal writing • Understand the difference between direct and reported speech • Understand and identify all world classes • Know when to use the pronoun I or 'me' (subject and object) • Identify the active and passive voice (subject and object) • Investigate the 'past progressive', 'present progressive' and 'present perfect' • Use apostrophes for possession • Use a dash within a sentence • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing • Use of subjunctive form • How to use punctuation for parenthesis • Write sentences that use a word that can fall into more than one class e.g. point • Confidently, convert direct to reported speech and vice versa
New Key Language	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, semi colon, main clause, independent clause, complex sentence, exclamation, formal and informal, subject, object, active, passive, synonym, antonym, hyphen, colon, semi-colon, bullet points, past progressive, present progressive, present perfect, subjunctive form

Main Concepts	MATHS			
	Class 1	**Class 2**	**Class 3**	**Class 4**
Number **Measures** **Shape + Space** **Data**	Recognition Counting One-to-one correspondence Adding Subtracting Subitise Cardinal Principle Sharing Common 2D shapes Common 3D shapes Comparison – quantity, measure Repeating Patterns	Visual Mental Adding Subtracting Dividing Multiplying Fractions	Visual Mental Adding Subtracting Multiplying Dividing Fractions	Mental Adding Subtracting Multiplying Dividing Fractions Decimals Percentages Ratio Algebra

Every day children will **practise** mental number skills in a daily maths sessions; **learn** mathematical concepts through focused guided learning and **apply** them both to problem solving.

GROWTH MIND SET – The more you do something the better at it you get!

SKILL PROGRESSION for MATHS		
	Class 1	Class 2
Number	• Count to 5/20. • Count beyond 5/20, forwards and backwards within 5/20 from any starting number. • Count amounts of objects, actions and sounds accurately to 5/20. • Read, write and order numbers to 5/20. • Begin to count in 2's and 10's from 0. • Say 1 more/less than a given number. • Understand the one more/one less relationship between consecutive numbers. • Explore the composition of numbers to 10. • Order number cards to 5/20. • Subitise • Link numerals with its cardinal number value. *Vocab: equal to, more/less/fewer than, most and least, higher, lower.*	• Count to 100 and beyond, forwards and backwards, from any number. • Count amounts of objects accurately. • Read, write and order numbers to 100. • Read and write number words to 20. • Confidently read, write and order numbers to 100 in numerals and words. • Count in 2s, 5s and 10s from 0. • Count in 3s from 0. • Recall and use 2,3,4,5 and 10 times tables. • Count in 10s from any number forwards and backwards. • Know number bonds to 10 and 20. • Explore place value using models and pictorial representations. • Recognise the place value of each digit in a two digit number including 0 as a place holder. • Use number lines and grids. • Know 1 more / less than a given number up to 100. • Know 10 more / less than a given number. • Use and understand ordinal numbers. • Identify and represent numbers on number lines and grids. • Compare numbers using <, > and =. • To recognise odd and even numbers. • Identify and represent numbers on number lines and grids. • Predict what will come next in a sequence. • To know and use odd and even numbers • Order numbers to 100 • Explore place value using models and pictorial representations. • Use number lines and grids. • *Vocab. equal to, more / less/ fewer than, most and least.* •
Calculate	• Find the total of two sets of objects-addition using single digit numbers. • Identify smaller and larger groups. • Counting on using physical objects and mentally. • Saying one more than a given number. • Take away objects from a set to find how many are left – subtraction using single digit numbers. • Counting back physically and mentally. • Say one less than a given number • Begin to use and understand +, - and = • Solve simple addition and subtraction problems using models and pictorial representations. • Begin to understand the concept of doubling, halving and sharing. • Solve real world mathematics problems with numbers up to 5/20. • Begin to record in ways they can explain and discuss workings. • Select own resources. • Recall number bonds to 5/10. • Solve simple practical problems.	• Find the total of 2 sets of objects – addition. • Take away objects from a set to find how many are left – subtraction. • Use and understand +, - and =. • Add and subtract numbers of objects to 20. • Know addition / subtraction number facts to 20. • Solve addition and subtraction problems using models, pictorial representations and known number facts. • Simple missing number problems 9 = 7 +? • Know the effect of adding or subtracting 0. • Begin to multiply and divide in practical situations. • Group and share small quantities. • Double numbers and quantities. • Halving numbers and quantities. • Make connections between arrays, number patterns and counting in twos, fives and tens • Solve simple 1-step problems involving addition, subtraction, multiplication and division, using objects, number lines and pictorial representations (including arrays)

	• Begin to understand the concept of doubling, halving and sharing. **Examples of calculations:** Addition: Identifying smaller and larger groups. Counting on using physical objects and mentally. Saying one more than a given number. Subtraction: Identifying smaller and larger groups. Counting back physically and mentally. Saying one less than a given number. Multiplication: Doubling objects, counting to find totals in practical situations. Division: Halving objects – sharing out physically in practical situations. *Vocab: put together, add, altogether, total, take-away, distance between, difference between, more than, less than, equal to, more/less/fewer than, most and least.*	• Use models, pictorial representations, number facts and mental and informally written methods to add / subtract TU+/-U, TU+/-T, TU+/-TU and U+U+U (e.g. base 10, Numicon, number lines, 100 grids, partitioning, five and a bit, bridging through 10, empty number lines, keep the first number whole then add the Ts then the Us.) • Use and understand 'sum' and 'difference'. • Use models, arrays, repeated addition / subtraction and times tables to multiply and divide. • Use and understand 'x' and '÷'. • Recall addition and subtraction facts to 20 and use these to derive number facts to 100. • Recall bonds of tens to 100 (30+70 etc.) • Recall and use division facts for the 2, 5 and 10 multiplication tables, including recognising odds and evens • Know how to adjust for adding / subtracting 9 or 11. • Write a calculation number sentence using the x , ÷ and = signs • Know that subtraction and division of/by one number from another cannot be undertaken in any order. • Know that multiplication can be done in any order (commutative) • Solve problems with addition, subtraction, multiplication and division, using concrete objects, pictorial representations, arrays, repeated addition/subtraction, involving numbers, quantities and measures and applying mental and written methods, multiplication facts. • Understand the inverse relationship of addition and subtraction and multiplication and division and use this to check work and solve missing number problems. • Understand the Commutative law applies to addition and multiplication but not subtraction and division and use this to check work. • Partition numbers in different ways to support calculations (e.g. 23 = 20 + 3; 23= 13 + 10; 8=5+3) • Solve one step problems involving addition and subtraction. • Use and understand +, - and =. • Solve simple missing number problems 9 = 7 +? • Solve addition and subtraction problems using models, pictorial representations and known number facts. (Oral to written in Summer term) • Use and understand 'sum' and 'difference'. • Solve word problems and puzzles. • Begin to experience two step problems. • Record using a range of symbols and diagrams. • Clearly record workings and explain results on occasion. • Know the effect of adding or subtracting 0. • Begin to multiply and divide in practical situations. • Select the most appropriate operation. • Select appropriate resources. **Examples of calculations:** Addition: Counting and creating totals. Use of a number line to count on in jumps. To count on using partitioning and the use of number lines Subtraction: Jumping back on a number line starting from the largest number. To count back using partitioning and number lines starting with the largest number. Multiplication: Counting in 2s, 5s and 10s. Creating sequences. Use arrays to represent multiplication problems and the use of repeated addition.

		<u>Division:</u> To share out physical objects with whole number answers. To represent groups visually before sharing out including the use of remainders *Vocab: put together, add, more, and, make, altogether, total, equal to, equals, double, most, count on, number line, take-away, subtract, less, minus, distance between, difference between, more than, less than, fewer, groups, lots of, times, array, multiply, share, equally, add, more, plus, make, altogether, total, equal to, equals, double, most, count on, number line, sum, take, take away, less, minus, subtract, leaves, distance between, fewer, least, count back, difference, strategy, partition, tens, ones, partition, addition, column, tens boundary, groups of, lots of, times, array, multiply, count, multiplied by, repeated addition, row, commutative, sets of, equal groups, times as big as, once, twice, three times, share, share equally, one each, divide, divide by, divided into, division, grouping, left, left over*
Algebra and Fractions	• Recognise the concept of half	• Recognise, find, name and write fractions 1/3. 1/4, 2/4 and 3/4 of a length, shape and set of objects. • Write simple fractions of amounts for example ½ of 6 =3. • Recognise that 2/4 = ½. • Relate fractions to division e.g. ½ is the same as dividing by 2. • Recognise and write ½ and ¼ of quantities. •
Measurement	• Use non-standard units to estimate, measure, compare and describe size, weight, time, distance, position and capacity/volume. • Use the everyday language of money. • Sequence events in chronological order. • Know days of the week and months of the year. • Compare measure (longer, shorter) • Compare quantities (fewer, less, more than, fewer than, equal to) *Use vocab: long, short, longer, shorter, longest, shortest, tall, taller, tallest, heavy, heavier, heaviest, light, lighter, lightest, late/er/est, full/er/iest, empty/ier/iest, half full.*	• Use non-standard units to estimate, measure, compare and describe length, height, mass. temperature, time and capacity/volume. • Use standard units to estimate, measure, compare and order length, height, mass, temperature, time and capacity/volume to the nearest unit. • Recognise and use m, cm, g, kg, *c, l, ml, £ and p. • Record measurements and use to solve practical problems. • Use rulers, weighing scales and containers. • Recognise coins and notes. • Simple addition of money to 20p. • Find different ways to pay the same amount and learn to give change in practical situations. • Sequence events in chronological order. • Know days of the week and months of the year. • Begin to be aware of other units of time. • Compare and sequence units of time (days, minutes, hours). • Tell, write or draw the time to five minutes, as well as quarter past and quarter to on an analogue clock. (Topic related) • Tell, write and draw the time to the hour and half hour, on a digital and analogue clock. • Solve problems involving money and measures choosing the correct operation. (Topic related) • Recognise, find name and write ½ and ¼ of a lengths, turns, and shapes • Estimate *Use vocab: long, short, longer, shorter, longest, shortest, tall, taller, tallest, heavy, heavier, heaviest, light, lighter, lightest, hot, hotter, hottest, cool, cooler, coolest, early.ier/est, late/er/est, full, empty, ier/iest, full/er/iest, half-full, evening, afternoon, morning, tomorrow, yesterday, before, after, next, first, today.*
Statistics/Data	• Sequence events in chronological order.	• Sort and classify objects.

Handling	• Begin to describe a sequence of events, real or fictional, using words such as first … then… next • Know days of the week and months of the year. • Sort and classify objects in simple terms. • Talk about sorting.	• Sort objects and classify them by more than one criterion. • Talk about sorting. • Record sorting in Venn, Carroll and Tree diagrams. • Record results in diagrams, lists, tables, pictograms, block graphs and tally charts. • Begin to use pictograms where each picture represents 2, 5 or 10. • Collect and sort data to test a hypothesis. • Ask and answer simple questions including totalling and comparing.
Geometry (Shape, space, position and direction)	• Talk about and explore common 2D shapes. • Talk about and explore common 3D shapes. • Name and describe the simple properties of 2D shapes. • Name and describe the simple properties of 3D shapes. • Describe positions. • Use and understand directions. • Talk about and recognise simple repeating patterns. • Create, copy and continue repeating patterns. • Compose and decompose shapes so that children recognise a shape can have other shapes within *Vocab: left, right, top, middle, bottom, on top of, in front of, between, around, near, close, far, up, down, forward, backward, inside, outside, diagonal, edge, side, corner, vertices, vertex face.*	• Name and describe the properties of 2D and 3D shapes. • Identify and describe 2D shapes, including the number of sides and corners as well as lines of symmetry, regular/irregular and presence of right angles. • Identify and describe 3D shapes, including the number of faces, vertices and edges. • Compare and sort shapes. • Read and write common shape names. • Draw shapes using a ruler to create straight lines. • Recognise a right angle. • Recognise angles as a measure of turns. • Create, copy and continue repeating shape patterns. • Describe the position of objects using a variety of language. • Use and understand directions. • Describe straight and turning movements using directional vocabulary including clockwise, anti-clockwise, quarter / half turn and right angle. • Describe positions. • Recognise simple patterns and relationships. *Vocab: left, right, top, middle, bottom, on top of, in front of, about, between, around, near, close, far, up, down, forward, backward, inside, outside, whole / half / quarter turns, clockwise., next*
Using and Applying	• Use mathematics in classroom activities. • Select own resources. • Solve simple practical problems. • Begin to record in ways they can explain and discuss work.	• Use mathematics in classroom activities. • Select own resources. • Solve practical problems. • Record and discuss work using mathematical language. • Record using a range of symbols and diagrams. • Clearly record workings and explain results. • Predict what will come next in a sequence.

SKILL PROGRESSION for MATHS		
	Class 3	Class 4
Number	• Use place value in numbers to 1000. • Use place value to make approximations. • Recognise the place value of each digit in a four-digit number • Read and write numbers to 1000 in numerals and words • Find 10 or 100 more or less than a given number • Round any number to the nearest 10, 100 or 1000 • Use negative numbers in the context of temperatures. • To understand, use and apply negative numbers. • Know most of the times tables (up to 10x). • Know all multiplication facts to 12 x 12. • Recall multiplication and division facts for the 2, 3, 4, 5 8 and 10 times tables • Count in multiples of 6, 7, 9, 25 and 1000 • Know most of the times tables. • Recall division facts for all numbers up to 12 x 12. • Be able to use < and > to compare numbers. • Know square numbers. • Recognise and use multiples, factors and square numbers. • Use place value to multiply or divide whole numbers by 10 or 100. • Count backwards through zero, including negative numbers • Order decimals to one decimal place. • Order decimals to three decimal places. • Use decimal notation in the context of money and measures. • Recognise and write decimal equivalents of any number of tenths and hundredths. • Know and use Roman numerals up to C • Find 1000 more or less than a given number • Describe number patterns.	• Use place value with numbers up to 1,000,000. (Including tenths and hundredths) • Know and use Roman numbers up to M • Recognise and use square and cuboid numbers and their notation • Round decimals to the nearest decimal place. • Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 • Round, order and compare decimal numbers to two decimal places. • Order negative numbers. • Use equivalence between fractions. • Order decimals and fractions. • Order and convert between decimals and fractions • Interpret negative numbers in context, counting forwards and backwards with positive and negative integers through zero • Read, write, order and compare numbers up to 1,000,000 and determine the value of each digit. • Count forwards or backwards in steps of powers of 10 for any given number up to 1 million. • Know square numbers. • Know cuboid numbers • Know all multiplication facts to 12 x 12. • Identify multiples and factors, using knowledge of multiplication tables to 12x12. • 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. • Read, order and compare numbers up to 10,000,000 including + and _- on amounts e.g. – 5000. • Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. • Round any whole number to a required degree of accuracy. • Use negative numbers in context, and calculate intervals across zero • Multiply and divide by 10, 100, 1000 up to 3 decimal places • Use negative numbers in context and calculate intervals across zero • Generate and describe linear number sequences
Calculate	• Add and subtract two-digit numbers mentally. • Add and subtract three-digit numbers and ones/tens mentally (i.e. 175+8) • Add and subtract three-digit numbers using formal written methods (column). • Add numbers with up to four-digits using the formal written method of column addition. • Use knowledge of the times tables to find division facts. • Use multiplication facts to quickly derive division facts. • Multiply and divide two-digit numbers by 2, 3, 4, 5 and 10, with whole number answers and remainders. • Use place value to multiply or divide whole numbers by 10 or 100. • Divide two-digit numbers by 2, 3, 4, 5 and 10, with whole number answers and remainders.	• Use place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. • Perform mental calculations, including with mixed operations and high numbers of increasing complexity, using and practising a range of mental strategies. • Calculate using brackets. • Subtract numbers with more than four digits using the formal written method of column subtraction • Subtract numbers mentally with increasingly higher numbers, choosing and using a range of mental strategies. • Use written methods to solve problems involving multiplying and dividing four-digit numbers by two-digit numbers.

	• Estimate answers to calculations, using inverse to check answers. • Use mental recall of number facts to solve problems. • Mentally calculate using all operations. • Develop efficient mental methods to solve a range of problems, for example, using multiplication and division facts (e.g. 3x2=6, 6÷3=2 and 3=6÷2) to derive related facts (30x2=60, so 60÷3=20 and 30=60÷2) • Practice mental subtraction strategies, such as subtracting near multiples of 10 and adjusting and select most appropriate methods to subtract, explaining why. • Use counting on as a mental strategy when numbers are close together or neat multiples of 10. • Continue to practice a wide range of mental addition strategies e.g. number bonds, nearest multiple of 10, 100, 1000 and adjust, near doubles, partitioning and recombining. • Identify calculation families (4 x 5 + 20 , 5 x 4 =20, 20 /5 = 4, 20 /4 = 5) • Use place value, known facts and derived facts to multiply mentally e.g. multiply by 1, 10, 100, by 0, or multiply 3 numbers. • Use factor pairs, commutativity and other strategies mentally (3x6=6x3, 2x6x5=10x6) • Multiply two-digit and three-digit numbers by a one-digit number using a formal written layout. • Multiply two-digit numbers by 2, 3, 4, 5 and 10. • Multiply a decimal by a single digit. • Solve problems, including missing number problems, using number facts, place value, and more complex addition/subtraction/multiplication and division. • Solve problems with increasing complex multiplication in a range of contexts. • Solve 2-step problems in contexts, deciding which operations and methods to use and why, without a calculator. • Solve simple measure and money problems involving fractions and decimals to two decimal places. • Select most appropriate method: mental, jottings or written and explain why. • Check the reasonableness of answers. • Estimate and use inverse operations to check answers to a calculation. • Be fluent in written calculation skills for all operations e.g. partitioning and grid methods for multiplication. **<u>Examples of calculations:</u>** <u>Addition:</u> Partitioning including the use of bridging e.g. 13 + 15 = (10 + 10) + (3 + 5) =. Column addition to add 3 digit numbers including bridging. <u>Subtraction:</u> Partitioning e.g. 30 – 15 = (30 – 10) – 5 =. Column subtraction to subtract 3 digit numbers including borrowing <u>Multiplication</u> using a number line: 13 x3 = a jump of 30 (10 x 3) then 3 jumps of 3. Use grid method to multiply 2 digit numbers <u>Division:</u> Use a number line to record repeated subtraction. To use informal recording of 2 digit numbers by single digit (Problems to include remainders) *Vocab: add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line, sums, tens, ones, partition, plus, addition, column, tens boundary, hundreds boundary, increase, vertical, carry, expanded, compact, thousands, hundreds, digits, inverse, take, take away, less, minus, subtract, leaves, distance between, fewer, least, count back, strategy, exchange/steal, decrease, hundreds, value, digit, inverse, share, share equally, one each, groups, groups of, lots of, array, divide, divided by, divided into,*	• Use formal written methods to multiply/divide money and measures, and to multiply/divide numbers with up to two-decimal places by a single digit. • Divide/multiply integers and decimals by 10, 100 and 1000. • Solve division/multiplication problems using knowledge of factors and multiples, squares and cubes. • Solve division/multiplication problems including scaling by simple fractions and problems involving simple rates. • Solve multi-step problems in contexts, deciding which operations and methods to use and why, involving all operations. • Apply the inverse operation to check answers. • Use rounding and estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. • Multiply and divide numbers up to four-digit by a one-digit number using the formal written method of short multiplication/division and interpret remainders appropriately for the context. • Multiply and divide four-digit by two-digit whole numbers using formal written method of long multiplication/division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. • Recall and use multiplication and division facts for all numbers to 12 x 12 for more complex calculations. • Solve multistep problems in context • Use order of operations (bidmas) • Use rounding and place value to make approximations before calculating and use these to check answers. • Use estimation to check reasonableness of answers and determine, in the context of a problem, levels of accuracy. • Perform mental calculations, including with mixed operations and high numbers of increasing complexity, using and practicing a range of mental strategies. • Solve multi-step problems in contexts, deciding which operations and methods to use and why. • Solve multiplication/division problems in a range of contexts. • Utilise and consider a range of mental subtraction strategies, jottings and written methods before choosing how to calculate • Mental calculations – solve calculations mentally • Use written methods to solve problems involving multiplying two digit numbers by two-digit numbers. • Use place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. • To divide 3 digit number by one digit • Multiply and divide by 10, 100, 1000 up to 3 decimal places • Solve calculations using mental strategies. • Add and subtract using written methods (including decimal numbers) e.g. 3.24 – 2.1458 • Solve multi-step problems in context • Solve multi-step problems involving all operations. • Apply the inverse operation to check answers. • Use written methods to solve problems involving multiplying and dividing 4-digit numbers by two-digit numbers. • Multiply and divide 4 digit by 2 digit numbers • Use estimation to check reasonableness of answers

	division, grouping, number line, left, left over, chunking, carry, remainder, multiple, divisible by, factor, short division, multiply, multiplied by, repeated addition, commutative, grid method, product, value	• Calculate using brackets. • Use order of operations (bidmas) **<u>Examples of calculations:</u>** <u>Addition:</u> Use column addition to add 4 digit numbers including bridging and the use of decimals <u>Subtraction:</u> Use column subtraction to subtract 4 digit numbers including borrowing and the use of decimals <u>Multiplication</u>: Use long multiplication for 3 digit by 2 digit problems. Use long multiplication for 4 digit by 2 and 3 digit numbers including the use of decimals <u>Division:</u> Divide 3 digit numbers by one digit with remainder answers. Divide 4 digit by 2 digit numbers including fractional and decimal remainders *Vocab: add, more, plus, and, make, altogether, total, equals to, equals, double, most, count on, number line, sum, tens, ones, partition, plus, addition, column, tens boundary, hundreds boundary, increase, thousands, vertical, carry, expanded, compact, digits, inverse, decimal, decimal place, decimal point, tenths, hundredths, thousandths, take, take away, less, minus, subtract, leaves, distance between, fewer, least, count back, strategy, exchange/steal, decrease, value, inverse, share, share equally, one each, array, divide, division, divided by, divided into, left, left over, chunking, carry, remainder, multiple, divisible by, factor, short division, quotient, prime number, prime factor, composite number (non-prime), groups, groups of, array, multiply, multiplied by, repeated addition, row, commutative, sets of, grid method, product, value, square, cube, integer, common factor*
Algebra and Fractions	• Recognise sequences in fractions and other contexts. • Begin to count in fractions e.g. ¼, 2/4, ¾, 1 • Begin to calculate simple fractions of amounts. • Recognise and show equivalent fractions. • Use equivalent fractions. • Add and subtract fractions with the same denominator • Recognise and write decimal equivalents to ¼, ½, ¾ • Recognise and write decimal equivalents of any number of tenths and hundredths. • Begin to calculate simple fractions of amounts. • Use fractions that are several parts of a whole. • Use fractions and percentages to represent proportions of a whole. • Use formulae.	• Use simple formulae • Use formulae involving one or two operations. • Express missing number problems algebraically • Find pairs of numbers in equations with 2 unknowns • Use and interpret coordinates in all four quadrants. • Add and subtract fractions • Multiply simple pairs of fraction by whole and mixed numbers • Divide proper fractions by whole numbers • Add and subtract mixed numbers and fractions with denominators • Multiply and divide proper fractions • Use equivalence between fractions. • Enumerate possibilities of combinations of 2 variables
Measurement	• Use standard measures of length, mass, capacity and time. • Calculate area. • Choose and use appropriate measures. • Read measures from a variety of measuring instruments. • Calculate perimeter of a rectilinear figure. • Calculate the area of squares and rectangles. • Calculate area and perimeter counting whole and part cm squares. • Convert between different units of measurement (e.g. km to m, hr to min) • Read, write and convert time between analogue and digital clocks, 12 and 24 hr. • Solve problems involving converting from hrs to mins, mins to seconds, years to months, weeks to days. • Read, write and convert time between analogue and digital clocks, 12 and 24 hr. • Be able to add on hours and minutes and calculate simple time durations. • Convert between different units of measurement (e.g. km to m, hr to min, ml to litres)	• Read and interpret scales on a range of measuring instruments, explaining what each division represents. • Convert metric units including time • Estimate measures in a range of contexts. • Understand and use the formula for the area of a rectangle and distinguish area from perimeter. • Calculate volume and capacity • Calculate the area of compound shapes • Convert between metric and imperial units (miles and KM) • Calculate the area of parallelograms and triangles • Calculate the volume of cuboids • Compare areas and perimeters • Use the areas of rectangles and triangles to calculate the area of compound shapes • Convert time between analogue and digital clocks, 12 and 24 hr.

	• Use decimal notation in the context of measures. • Use standard measures of length and time. • Use standard measures of mass, capacity. • Use decimal notation in the context of money • To use money to solve word problems.	• Calculate time durations. • Calculate the area of parallelograms and triangles • Calculate the volume of cuboids • Solve problems using scale factors Solve problems using ratio and proportion • Calculate and interpret the means as an average
Statistics/Data Handling	• Gather information and use to construct bar charts and pictograms, where the symbol represents a group of units. • Collect and record data. • Construct bar charts and pictograms, where the symbol represents a group of units. • Use Venn and Carroll diagrams to record sorting and classifying information. • Construct and interpret frequency diagrams and line graphs. • Extract and interpret information from tables, lists, bar charts and pictograms. • Group data into equal class intervals. • Understand and use the mode and range to describe sets of data. • Use and interpret coordinates in the first quadrant.	• Ask questions; plan how to answer them and collect the data required. • Use the mean of discrete data. • Use the range, mean, mode to compare two sets of data. • Understand that different outcomes may arise from an experiment. • Interpret graphs and diagrams and draw conclusions. • Create and interpret line graphs, where the intermediate values have meaning. • Interpret and construct pie charts and line graphs • Use different types of graphs to record my own scientific investigation results. • Calculate and interpret the mean as an average • Understand and use the probability scale from 0 to 1. • Carry out investigations to understand probability. • Solve problems using scale factors • Solve problems using ratio and proportion • Interpret and construct pie charts and line graphs • Calculate and interpret the mean as an average • Use the range, mean, mode to compare two sets of data. • Use and interpret coordinates in all four quadrants.
Geometry (Shape, space, position and direction)	• Classify 2D and 3D shapes according to their properties, including reflective symmetry. • Use the properties of 2D and 3D shapes to make models and diagrams. • Classify triangles according to their angles. • Recognise and use nets of 3D shapes. • Reflect shapes in a vertical or horizontal mirror line. • Reflect shapes in a mirror line, horizontally and vertically. • Describe position and movement. • Translate shapes horizontally or vertically. • Rotate a shape about its centre or a vertex. • Compare and order angles up to two rights angles (180 degrees) by size.	• Use the properties of 2D and 3D shapes to describe them. • Name parts of a circle • Identify all the symmetries of 2D shapes. • Use language associated with angle. • Measure and draw angles to the nearest degree. • Know and use the sum of angles in a triangle. • Calculate missing angles • Transform shapes, using appropriate language to describe the transformation. • Use and interpret co-ordinates in all 4 quadrants • Use the areas of rectangles and triangles to calculate the area of compound shapes
Using and Applying	• Select mathematics to use in classroom situations. • Try out different approaches to solving problems. • Organise and check work for accuracy. • Use mathematical symbols and diagrams. • Find examples of general statements. • Review work and give reasons for decisions. • Develop strategies for solving problems. • Present results in a clear and organised way. • Search for a solution by trying out different approaches.	• Identify and obtain necessary information. • Check results, considering if they are reasonable. • Solve word problems and investigations from a range of contexts. • Describe situations by describing them mathematically.

For information regarding greater depth please see T: pool

SKILL PROGRESSION for ICT and COMPUTING				
I can …	Class 1	Class 2	Class 3	Class 4
FINDING THINGS OUT	I look at information on the screen with the teacher and discuss what I see. I recognise that a range of technology is used in places such as school and home.	I look at websites with the teacher and discuss what I see. I click on links on a website. I use the 'back' button on a website. I know that information can be found using the internet. I can print a web page to use as a resource. I know how and why ICT is used in the home. I know how we often rely on computers for everyday tasks.	I can conduct a search on a website. I can refine my search to get more accurate results.	I search databases for Information using symbols such as = > or <. I search for the most suitable website, refining my search as appropriate. I create databases, planning the fields, rows and columns carefully.
DEVELOPING IDEAS AND MAKING THINGS HAPPEN	I can log on and off the computer. I can control the mouse to change things on the screen. I can select and use technology for particular purposes. I can demonstrate basic keyboard skills.	I can log on and off the computer independently. I can use art software to: click and drag a brush, change colour, clear the screen and fill a shape. I use the shape tools to draw. I use solid, pattern and gradient fills. I change the width of brush, spray and lines. I can re- size an object. On a keyboard, I write my ideas. I can use the spacebar, back space, enter, shift and arrow keys. I can type a piece of text. I can add a picture using clip art. I can add words to a picture. I can move images and text on the screen. I can insert/ delete a word using the mouse and arrow keys. I highlight text to change its format. (**B**, U, *I*). I experiment with text, pictures and animation to make a simple slide show. I can save work into my folder. I can enter information into a template on a computer to make a graph. I can talk about the results shown on my graph. I can fill in a data collection sheet. I can enter information to make a graph and I can print this. I can control a programmable toy using forwards, backwards, left, right, up, down. I can put together 2 instructions to control a programmable toy. I can control a character in an adventure or quest game on screen.	I copy graphics from a range of sources and paste them into a desktop publishing program. I resize graphics and text to suit the document I am making. I highlight text to copy and paste. I use CTRL C to copy and CTRL V to paste I can create a text box and position it. I change the font, format and size of my text. I use the automatic spell checker to edit my spellings. I align my text using the left, right and centre tools. I have created a simple presentation of 3-5 slides. My presentation has some animation. I can draw a square, rectangle and other regular shapes on screen, using commands. (e.g. pen up, pen down, repeat etc.). I can save an image document as a gif or jpeg file format, using the 'save as' command. I use the bullets and numbering tools confidently. I recognise the grid layout of a spreadsheet programme. I use the terms cells, rows, and columns. I enter data, highlight it and make bar charts. I copy and paste the graph and use it in a WP document.	I can make an information poster using my graphics skills to good effect. I change the page layout. (Landscape/ portrait independently. My layout is thoughtful and is very readable. I confidently choose the correct page set up option when creating my document. I confidently format all text to suit the purpose of my document. I confidently use text-formatting tools, including heading and body text. I use the word count tool to check the length of my document. I can copy extracts of text to paste into a document for editing I use ICT to record sounds and capture both still and video images. I make multimedia presentations that contain: sound, animation, video and buttons to navigate. I use an ICT program to control an external device that is electrical and/or mechanical. I use an ICT program to control a number of events for an external device. My device can have more than one pre-determined actions. I explore the menu options and experiment with my images. (Colour, effects, options, snap to grid, grid settings etc.). I add special effects to alter the appearance of a graphic. I 'save as' gif or jpeg wherever possible to make the file size smaller (for e-mail and downloading). I incorporate graphics where appropriate, using the most effective text wrapping formats. I use the 'hanging indent' tool to help format work where appropriate. (e.g. a play script). I capture my own sound, video and still images, altering them as appropriate. I use ICT to measure sound or light or temperature using sensors and I interpret the data given to me from this. I create databases, planning the fields, rows and columns carefully. I create charts, graphs and tables that I copy and paste into other documents.

EXCHANGING AND SHARING INFORMATION	I can use/play simple age appropriate games and programmes. I can take my own photographs.	I understand that there are different ways of sending a message. I recognise what an e-mail address looks like. I have joined in sending a class e-mail message. I can find the @ key and check that e-mail addresses are in lowercase. I send and reply to messages sent by a safe e-mail partner (within school).	I send and reply to e-mail messages sent to other schools or contacts, (giving **no** personal details: address, telephone no etc.). I use ICT to generate, develop, organise and present my work. I share and exchange my ideas with others. I describe my use of ICT I explore the different types of computer (e.g. tills, engine tuning, handheld stock control etc.) used by people in the community. I know when it is not appropriate to use a computer. I discuss the positive and negative aspects of the use of computers in my work. I use ICT to capture still images.	I can conduct a video chat with someone elsewhere in the school or in another school. I can conduct a video chat with more than one person at a time. I can send an e-mail with an attachment. I add, amend and combine different forms of information from a variety of sources. I interpret my findings and question whether they seem accurate. I know that poor quality information leads to unreliable results. My work shows I am aware of the intended audience and the need for quality in my presentations. I compare my use of ICT with other methods and I decide which is most appropriate. I use ICT to structure, refine and present information in different styles and formats, depending on the purpose and audience. I discuss the effects of ICT on society and in a variety of economically developed nations.
ONLINE SAFETY	I know that for most people the internet is an integral part of life and has many benefits.	I know about the benefits of rationing time spent online. I know the risks of excessive time spent on electronic devices and the impact of positive and negative content online on my own and other's mental and physical wellbeing.	I know that people sometimes behave differently online, including by pretending to be someone they are not. I know how to consider the effect of my online actions on others and know how to recognise and display respectful behavior online and the importance of keeping personal information private. I know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. I know why social media, some computer games and online gaming for example are age restricted. I know where and how to report concerns and get support with issues online.	I know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. I know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. I know how to critically consider my online friendships and sources of information including awareness of the risks associated with people I have never met. I know how information and data is shared and used online. I know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Teachers and school staff - UK Safer Internet Centre
https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff

SKILL PROGRESSION for SCIENCE				
I can …	Class 1	Class 2	Class 3	Class 4
WORKING SCIENTIFICALLY	I can find things out by exploring using my senses. I can use my previous knowledge to test out my ideas whilst exploring using my senses.	I ask simple questions. I observe closely. I perform simple tests. E.g is a material waterproof? Which material can I see through or let's light through? I use observations and ideas to suggest answers to questions. I record data in simple tables. I use data to answer questions e.g. which material would I use to make an umbrella? Which material would I use to let light into my house? I recognise that questions can be answered in different ways. I use different equipment to observe closely. Examples of equipment: - Magnifying glass - Quadrats - Hand lenses - Egg timers - Enlarged photographs/pictures I record data to answer questions. I record data as tables e.g. can a material be squashed/bent/twisted or stretched? Which material can be squashed and stretched/ I record data as bar graphs e.g. how much did a material stretch?	I ask relevant questions and using different types of scientific enquiries to answer them. I begin to introduce the concept of fair testing and variables. I make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. I record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I use results to draw simple conclusions, suggest improvements and raise further questions. I start to make predictions. I set up simple practical enquiries, comparative and fair tests. I gather, record, classify and present data in a variety of ways to help in answering questions. I report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. I identify differences, similarities or changes related to simple scientific ideas and processes. I use straightforward scientific evidence to answer questions or to support their findings. I evaluate predictions.	I plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. I use test results to make predictions to set up further comparative and fair tests. I suggest reasons why results may not be expected. I record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. I identify scientific evidence that has been used to support or refute ideas or arguments. I complete recording of investigations. I link scientific understanding to real life application.
LIFE PROCESSES AND LIVING THINGS	I know what food is healthy and what food is not. I know how to keep myself clean. I can plant seeds and care for plants. I can help a plant to grow. I can explore plants. (growth and decay, life cycles) I can name some animals and some of the things that they do. I know which plants and animals my food comes from. I know about similarities and differences in relation to living things. I can make observations of animals and plants and explain why some things occur. I understand the need to respect and care for the natural environment and all living things. I observe the effect of the changing seasons on the natural world around me.	I identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I identify and describe the basic structure of a variety of common flowering plants, including trees. I identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I identify and name a variety of common animals that are carnivores, herbivores and omnivores. I describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). I identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. I observe changes across the four seasons. I observe and describe weather associated with the seasons and how day length varies. I explore and compare the differences between things that are living, dead, and things that have never been alive. I 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.	I identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. I 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. I investigate the way in which water is transported within plants. I explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. I identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. I identify that humans and some other animals have skeletons and muscles for support, protection and movement. I recognise that living things can be grouped in a variety of ways. I explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. I recognise that environments can change and that this can sometimes pose dangers to living things.	I describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. I describe the life process of reproduction in some plants and animals. I describe the changes as humans develop to old age. I describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. I give reasons for classifying plants and animals based on specific characteristics. I identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. I describe the ways in which nutrients and water are transported within animals, including humans. I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

		I identify and name a variety of plants and animals in their habitats, including microhabitats. I 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. I observe and describe how seeds and bulbs grow into mature plants. I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. I notice that animals, including humans, have offspring which grow into adults. I find out about and describe the basic needs of animals, including humans, for survival (water, food and air). I describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	I describe the simple functions of the basic parts of the digestive system in humans. I identify the different types of teeth in humans and their simple functions. I construct and interpret a variety of food chains, identifying producers, predators and prey.	I 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	I can use all my sense to explore materials with different/similar properties (inside and outside). I know about similarities and difference in relation to objects and materials. I can talk about the differences between materials and the changes I notice.	I distinguish between an object and the material from which it is made. I identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I describe the simple physical properties of a variety of everyday materials. I compare and group together a variety of everyday materials on the basis of their simple physical properties. I identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	I compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. I describe in simple terms how fossils are formed when things that have lived are trapped within rock. I recognise that soils are made from rocks and organic matter. I compare and group materials together, according to whether they are solids, liquids or gases. I 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). I identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	I 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. I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. I use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. I give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. I demonstrate that dissolving, mixing and changes of state are reversible changes. I 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			I recognise that light is needed in order to see things and that dark is the absence of light. I notice that light is reflected from surfaces. I recognise that light from the sun can be dangerous and that there are ways to protect their eyes. I recognise that shadows are formed when the light from a light source is blocked by an opaque object. I find patterns in the way that the size of shadows change. I compare how things move on different surfaces. I notice that some forces need contact between two objects, but magnetic forces can act at a distance.	I describe the movement of the Earth, and other planets, relative to the Sun in the solar system. I describe the movement of the Moon relative to the Earth. I describe the Sun, Earth and Moon as approximately spherical bodies. I use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. I explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I identify the effects of air resistance, water resistance and friction that act between moving surfaces.

			I observe how magnets attract or repel each other and attract some materials and not others. I 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. I describe magnets as having two poles. I predict whether two magnets will attract or repel each other, depending on which poles are facing. I identify how sounds are made, associating some of them with something vibrating. I recognise that vibrations from sounds travel through a medium to the ear. I find patterns between the pitch of a sound and features of the object that produced it. I find patterns between the volume of a sound and the strength of the vibrations that produced it. I recognise that sounds get fainter as the distance from the sound source increases. I identify common appliances that run on electricity. I construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. I 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. I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I recognise some common conductors and insulators, and associate metals with being good conductors.	I recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. I recognise that light appears to travel in straight lines. I 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. I 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. I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I 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. I use recognised symbols when representing a simple circuit in a diagram.

RE

Class 1

RE in Class 1 will prepare children for the multi-disciplinary approach.

Pupils begin to explore religion and worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

Asking questions as suggested below.

Christianity and at least **one** other religion or worldview		
Theology: Thinking through believing	**Philosophy: Thinking through thinking**	**Human/Social Sciences: Thinking through living**
Questions you might ask: • What does this *religious word* mean? How do we say this *religious word*? • What is this religious story about? Why might people tell this story? • What does the word 'God' mean? • What is a belief • Why is this sacred book important?	Questions you might ask: • What puzzles you? • Is it real? • What is right? What is wrong? What is 'good'? • What do we mean by true?	Questions you might ask: • How do people celebrate? • What might people use this artefact for? • What ceremonies and festivals have you taken part in? • What happens in [place of worship]? • What do these symbols mean?
• Recognise simple religious beliefs or teachings. • Talk about some aspects of a religious or belief story. • Introduce key theological vocabulary such as 'God'. • Recreate religious and belief stories through small world play. • Talk about sacred texts	• Raise puzzling and interesting questions about religious and belief stories. • Raise puzzling and interesting questions about the world around them. • Talk about what concerns them about different ways in which people behave. • Say what matters to them or is of value. • Use their senses to investigate religion and belief.	• Identify simple features of religious life and practice in a family context. • Recognise a number of religious words. • Know where some religious worldviews orginated • Name some religious symbols. • Name some religious artefacts. • Talk about religious events that they see or hear about e.g. festivals, ceremonies. • Talk about what people wear because of their beliefs. • Visit a local place of worship. • Talk to someone who holds a particular religious belief.

Context: Finchingfield Primary Academy where the Jewish tradition is the second religion focus for KS1, and Islam and Hinduism are the focus at KS2 alongside Christianity in both Key Stages. **The balance between Theology, Philosophy and Human/Social Sciences is shown through the colours.**					
Class	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
2	What do my senses tell me about the world of religion and belief? **Christian, Hindu, Jewish**	How does a celebration bring a community together? **Muslim, Christian**	What do Jewish people remember on Shabbat? **Jewish**	What does the cross mean to Christians? **Christian**	How did the universe come to be? **Hindu, Christian**
	Why is light an important symbol for Christians Jews and Hindus? **Christian, Jewish, Hindu**	What does the nativity story teach Christians about Jesus? **Christian**	How do Christians belong to their faith family? **Christian**	How do Jewish people celebrate Passover (Pesach)? **Jewish**	Why do people have different views about the idea of God? **Multi/Humanist**
3	How do people express commitment to a religion/ worldview in different ways? **Hindu or Jewish/Sikh/ Christian**	What is the Trinity? **Christian**	What is philosophy? How do people make moral decisions? **Christian/Humanist**	What do _____ believe about God? **Muslim**	What difference does being a _____ make to daily life? **Muslim**
	Where do religious beliefs come from? **Christian**	What do we mean by truth? Is seeing believing? **Multi, including Sikh views on God as truth**	How do/have religious groups contribute to society and culture? **Hindu/Christian**	Why is there so much diversity of belief within _____? **Christian** **Includes some theological aspects**	What does sacrifice mean? **Multi/Humanist**
4	Is believing in God reasonable? **Multi/Humanist**	How has belief in _____ impacted on music and art through history? **Christian/Muslim**	What can we learn about the world/knowledge/ meaning of life from the great philosophers? **Buddhist/Christian**	What difference does the resurrection make to Christians? **Christian**	How do ____ make sense of the world? **Hindu**
	How and why does religion bring peace and conflict? **Multi**	How do _____ explain the suffering in the world? **Buddhist**	What does it mean to be human? Is being happy the greatest purpose in life? **Humanist/Christian**	Creation or science: conflicting or complementary? **Christian/Humanist**	How do beliefs shape identity for _____? **Muslim (prepare for KS3)**

SKILL PROGRESSION for RE				
I can …	Class 1	Class 2	Class 3	Class 4
Philosophy		**The Nature of knowledge, meaning and existence** Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them. Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them Talk about what people mean when they say they 'know' something. **How and whether things make sense** Give a simple reason using the word 'because' when talking about religion and belief Give a reason to say why someone might hold a particular belief using the word 'because' **Issues of right and wrong, good and bad** Using religious and belief stories to talk about how beliefs impact on how people behave	**The Nature of knowledge, meaning and existence** Talk about the difference between knowing and believing. Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. **How and whether things make sense** Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. Give reasons for more than one point of view, providing pieces of evidence to support these views. **Issues of right and wrong, good and bad** Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	**The Nature of knowledge, meaning and existence** Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts. In verbal and written work explain why people including philosophers have different ways of understanding the concept of justice. E.g. using class discussion where they might try and define a concept Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts. **How and whether things make sense** Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument. Use different pieces of evidence they have explored to form a conclusion about whether they believe in God or not. Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument **Issues of right and wrong, good and bad** Explain a range of answers to the question 'is it possible for something to always be right?' showing that there are many different opinions about this. Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.
Human and Social Sciences		**The diverse nature of religion** Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews Recognise the names of different religions, religious beliefs and worldviews and use them correctly. **The ways in which beliefs shape individual identity, and impact on communities and society and vice versa** Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	**The diverse nature of religion** Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. **The ways in which beliefs shape individual identity, and impact on communities and society and vice versa** Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	**The diverse nature of religion** Show awareness that talking about religion and belief can be complex. Explain the different ways in which the terms 'religion' and ''belief' are used by followers from within a religion or worldview and those from outside it. Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.

		Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. **Diverse ways in which people practice and express beliefs** Identify evidence of religion and belief especially in the local area.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. **Diverse ways in which people practice and express beliefs** Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.	**The ways in which beliefs shape individual identity, and impact on communities and society and vice versa** Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. **Diverse ways in which people practice and express beliefs** Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.
Theology		**Where beliefs come from** Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview. Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text. **How beliefs relate to each other** Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. Recognise that some beliefs connect together and begin to talk about these connections. **How beliefs shape the way believers see the world and each other** Give an example of how Jews use beliefs to guide their daily lives Give an example of how Christians use beliefs to guide their daily lives Give different examples of how _____ beliefs influence daily life	**Where beliefs come from** Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority **How beliefs relate to each other** Identify some links between beliefs being studied within a religion or worldview. Identify events in history and society, which have influenced some religious and non-religious worldviews. **How beliefs shape the way believers see the world and each other** Recognise ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others. Recognise ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others. Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.	**Where beliefs come from** Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. **How beliefs relate to each other** Describe the connections between different beliefs being studied and link them to sources of authority. Explain connections different beliefs being studied and link them to sources of authority using theological terms Explain the key theological similarities and differences between and within religions and worldviews **How beliefs shape the way believers see the world and each other** Describe ways in which beliefs shape the way Christians view the world in which they live and how they view others. Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others

Foundation subjects can be planned to be delivered in blocks (they do not all have to be taught every week) and multiple subject skills can be combined through a common learning theme where it maximises learning opportunities and supports better progress and outcomes.

SKILL PROGRESSION for HISTORY				
I can …	Class 1	Class 2	Class 3	Class 4
CHRONOLOGY	I talk about things that happened to me in the past. I talk about some things that happened to a family member in the past. I use words and phrases such as: now, yesterday, last week, when I was younger. I talk about present events. I talk about significant events in own life. I make connections between features of my family and other families.	I understand the difference between things that happened in the past and the present. I understand how to put a few events or objects in order of when they happened. I use words and phrases such as: a long time ago, a very long time ago, before I was born, when my parents/carers were young. I use the words past and present when telling others about an event. I recount changes in my own life over time. I use words and phrases such as: recently, when my parents/carers were children, decades, and centuries.	I use a time line to place events I have found out about. I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. I understand that a time line can be divided into BC (Before Christ and AD Anno Domini). I name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.	I use a time line to place events I have found out about both in this country and abroad. I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time. I describe the main changes in a period of history (using words such as 'social', 'religious', 'political', 'technological' and 'cultural'.)
EVENTS, PEOPLE and CHANGES	I can name, describe and know some facts about a family member. I can talk about members of my family and community. I can talk about differences in images of familiar situations in the past.	I find out some facts about events that happened long ago. I say why people may have acted as they did. I use information I have found out about the past to describe the differences between then and now. I can recount the main events from a significant event.	I describe the houses and settlements of people in the past. I describe the clothes, way of life and actions of people in the past. I describe how the lives of rich and poor people from the past differed. I describe the culture and leisure activities from the past. I describe buildings and their uses of people from the past. I use evidence to give reasons why changes may have occurred.	I describe the things people believed in the past (attitudes and religion). I can describe similarities and differences between some people, events and objects (artefacts) I have studied. I give my own reasons why changes may have occurred, backed up by evidence I have researched. I describe how some of the things I have studied from the past affect life today.
ENQUIRY	I look at pictures and ask, "Which things are old and which are new?"	I look at objects from the past and ask, "What were they used for?" and try to answer. I look at pictures from the past and ask, "What were people doing?" I ask, "What was it like for people in the past?" and use information to help me answer the question.	I use the Internet, pictures, photographs and artefacts, to collect evidence about the past. I use documents, music, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.	I use documents, printed sources (e.g. archive materials) databases, to collect evidence about the past. I question primary and secondary sources of evidence to collect evidence about the past
RECORDING	I tell stories about my own past (sometimes using role-play.) I sort events or objects into groups (mine and my parents.)	I use time lines to order events or objects. I write, in sentences, things I have found out about the past. I draw pictures and write about them to tell others' about the past. I use time lines to place an event or a significant person. I tell stories about the past using my story writing skills. I draw labelled diagrams and write about them.	I present my findings about the past using my maths, speaking, writing, ICT, drama and drawing skills. I use dates and terms accurately. I discuss the most appropriate way to present my information, which I realise is for an audience.	I use my English skills to present my information for different audience and purposes. I use the key vocabulary of the time to convey my understanding of the past. I choose the most appropriate way to present my information.

*As each class learns about a significant historical period they will add a section to the "Living timeline" in the hall.

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SKILL PROGRESSION for GEOGRAPHY				
I can …	Class 1	Class 2	Class 3	Class 4
KNOWLEDGE OF PLACES	I talk about familiar places I can say where I live and what country I live in. I know that there are different countries in the world.	I can say that London is the capital city of England. I can name the 4 countries and capital cities of the UK. I locate on a map the 4 countries and capital cities of the UK. I understand similarities and differences between places in the UK. I name some famous landmarks in the UK. I understand similarities and differences between the UK and a non-European country i.e. discuss holiday locations.	I can name other countries in different continents. I identify day and night and understand time zones. I understand the similarities and differences between regions in the UK. I locate other countries in the world on a map. I can name the countries, cities and characteristics of the UK. I identify where the northern and southern hemispheres are. I understand the similarities and differences between regions in Europe. I can name the 7 continents and 5 oceans. I can locate on a map the 7 continents and 5 oceans.	I can explain the physical characteristics of environments. I can identify the Arctic and Antarctic circles. I understand the similarities and differences between regions in North and South America. I can explain the human and physical characteristics of other countries and areas of the UK I can identify longitude and latitude and the tropic of Cancer and Capricorn.
HUMAN and PHYSICAL	I choose the right clothing for different weathers. I use the vocabulary sun, rain, wind, snow, ice, spring, summer, autumn and winter. I explain the weather of different seasons. I use the vocabulary shop, house and school. I talk about how environments might vary. I talk about features of my own immediate environment. I know some similarities and differences between life in this country and life in other countries. I recognise some environments that are different to the one in which I live. I can say how the north and south poles are cold.	I use the vocabulary: beach, sea, wood, hill, river, soil, season, weather. I use the vocabulary town, village, farm, house, harbour, shop, cliff, coast, ocean, forest, mountain, valley, vegetation, city, factory, office and port in reference.	I describe basic physical geographical features. I describe types of settlements. I describe land usage. I can locate on a map hot and cold areas of the world. I understand what the equator is.	I can describe mountains, rivers and the water cycle. I can describe the human use of natural resources. I can explain my understanding of climate zones, biomes and vegetation belts. I can explain economic activity and trade links. I can describe the features and effects of volcanoes and earthquakes.
SKILLS	I find my way around school. I say directional words. I look at pictures of places. I can draw information from a simple map.	I use the language near, far, left and right. I can see some features on aerial photographs and maps. I explore atlases and globes. I can use N, S, E and W compass directions. I can make a basic map and key. I recognise landmarks.	I use globes to locate areas of study. I use the 8 points of the compass. I use maps and atlases to locate areas of study. I use symbols and keys on OS maps.	I use computer mapping to locate areas of study. I use four figure grid references. I use digital mapping to locate areas of study. I use six figure grid references.
FIELDWORK	I find things outside. I explore the natural world around me.	I observe things around my school. I record things around my school.	I observe, measure and represent things in my locality and region.	I use plans and graphs to conduct and record field work. I use digital technology to carry out fieldwork.

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SKILL PROGRESSION for ART and DESIGN				
I can ….	Class 1	Class 2	Class 3	Class 4
PAINTING	I can mark make with brushes, tools and paints. I can mix and match primary and secondary colours to objects. I start to explore colour mixing.	I can darken or lighten primary and secondary colours. I select landscape or portrait format. I explore mark making using different size brushes. I paint directly with a brush, blocking in large areas of colour and adding detail with a fine brush. I explore warm and cold colours. I discuss artist's use of colour, techniques and express an opinion and feelings about their work.	I collect primary and secondary source material in sketch books. I make annotated colour notes in sketch books I select landscape or portrait format developing an awareness of foreground, mid ground and background. I work directly from observation. I compare materials and techniques used by other artists. I use a viewfinder to isolate features. I select and record objects, in relation to each other with an awareness of form, texture, pattern structure, tonal colour and space between each other. I explore symbolic use of colour and how colour is used to express emotion and mood. I choose brush size and type, match to paper, paint and scale.	I select and record objects, mix and match local colour, shadows through colour, reflective colour. I consider the effects of light on form. I identify how colour reflects space and atmosphere. I use primary and secondary source material to produce a range of alternative compositions. I describe the mood, process, content and form of paintings from different times and places. On location, I look at panoramic views, focus through the use of viewfinders or pinhole camera.
PRINTING	I make rubbings of surface texture. I explore line and tone using mono prints. I select and adapt natural and made materials to print with.	I use print making to make an imaginative picture. I make a sequence of prints, select colours and shapes to make patterns. I make a simple paper block print from first-hand experience. I make a press print from observational work. I use an ICT programme to create images/pictures. I describe the printing process, plan modify and evaluate work. I experiment with arranging, ordering and overlapping patterns. I look at different types of print making in the school and home environment. I examine print making in other cultures e.g. batik in African textiles.	I make a mono print from observational work. I make a simple block print from first hand observation. I mask background. I use press prints on a grid system to develop registering techniques. I use a flip mirror ICT programme. I subtract from the surface. I overlay prints using 2 colours. I work on a larger scale, repeat designs. I use an ICT programme to experiment with shapes and colour. I collect information for a print design in a sketchbook. I use print vocabulary to describe the printing process and evaluate work. I look at textiles from other cultures to see how print making is used.	I overlay prints using 2 or 3 colours using a number of blocks. I work from first hand observation, use paper pick up prints to explore scale and space. I mask a section of print repeating design. I overlay colours using press print, develop design by subtracting from the surface. I experiment with repeat patterns to show movement. I use a digital camera, scan in a design. I compare processes used in different styles and traditions. I express opinions about techniques and printing processes using specialist terms.
SCULPTURE	I explore shapes and form with different materials. I junk model and make natural sculptures.	I explore the qualities of 3D materials using tools and hands. I form 3D shapes using the bulk of the material. I use 3D materials when recording direct experience. I explore pattern and texture by building and subtracting from a clay slab. I make thumb pots, coil pots and join clay using slip. I become aware of the changes that take place in different materials e.g. clay – malleable, leather hard, dry biscuit fired, glazed. I look at sculptures from different times and cultures, express opinions and feelings about them.	I manipulate the bulk of clay relying only on touch. I use recycled materials to construct a sculpture from sketch book drawing. I build on to a former using paper laminate techniques. I make connections with other sculptures work and use their ideas to develop into their own work. I use wire to make a construction, use tools safely plan develop and make sculptures from observational drawings, execute work, construct small models. I construct a frame, add bulk to model form onto the armature using newspaper and masking tape. I join two pinch pots with slip, to make hollow form.	I select a range of materials to construct a model. I use a sketch book to collect visual information and plan ideas for 3D work. I build upon and subtract from the surface of the clay, using tools to make texture and pattern I review stages of work using 3D vocabulary e.g.. Scale linear, plane, relief, construct, assemblage. I compare ideas and approaches used in different styles and tradition. I construct forms from clay by joining pinch pots, slabbing and moulding. I develop abstracted forms from direct observation.

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SKILL PROGRESSION for DESIGN and TECHNOLOGY				
I can …	Class 1	Class 2	Class 3	Class 4
DESIGN	I can say what I like and dislike about products.	I can design a product that is pleasing to look at. I talk about my ideas. I draw pictures of my ideas. I can design a product that serves a purpose. I make mock ups of my designs.	I research a functional product for a specific purpose. I can discuss my ideas for my product. I can develop a design criteria for a functional product for a specific purpose. I annotate my ideas for my product.	I research an innovative product for a specific purpose. I make prototypes of my product. I develop a design criteria for an innovative product for a specific purpose. I use CAD or models to plan my design.
MAKE	I experiment with tools for cutting and joining materials. I can make something powered naturally I can make something using weaving I can make something using a split pin	I can cut and shape using tools. I choose the best materials for making my product. I can join materials together in different ways. I can say why some materials are best for making my product. I can make something with a pull cord/levers I explore the use of cogs using play equipment. I can make something using cross-stitch I can make something by sewing materials together. I can make something powered by wind I can make an animal feeder	I select appropriate tools and materials for making my product. I select appropriate materials to make my product. I can explain why I have selected certain tools for making my product. I can choose appropriate components to make my product. I can make something with pneumatics I can make something with levers and linkages I can make something by cutting and sewing one material to another. I can make a toy I can make something that flies, floats or hovers in the air I can make a product to sell	I explain why I have selected certain materials for making my product. I test different materials qualities to best make my product. I can use tools and materials accurately to make my product. I explain why I have chosen particular materials for my product. I can make something with a cam mechanism. I can make an object that starts and stops using an electrical circuit. I can make something useful for the home I can make an item of clothing I can build a shelter I can make a simple robot that responds to inputs
EVALUATE	I can say what I like and dislike about products.	I can explain what I like and dislike about a product. I can explain how good a product is against my design criteria.	I investigate a range of existing products. I can analyse existing products. I explore how technology has changed.	I can explain how effective products are. I can explain how technology has helped in the world. I can improve my product from the views of others. I can imagine new technologies to improve the world.
TECHNICAL KNOWLEDGE	I explore some of the properties of different materials and choose the right ones for different jobs.	I can build stronger structures. I use appropriate mechanisms in my products. I choose which materials make a product stronger or more stable. I choose the right mechanism for my product.	I know how to strengthen and reinforce structures. I apply understanding of electricity. I know why some materials are better for stiffening structures. I apply knowledge of circuits.	I can explain how mechanisms work. I apply understanding of computer programmes to monitor or control a product. I apply knowledge of computer programmes to monitor or control a product.
COOKING and NUTRITON	I make different snacks. I decorate cakes and biscuits	I can make a snack and know why it is healthy. I can explain where different food comes from. I make a fruit based snack I make cakes	I can plan and prepare a healthy diet. I can plan and prepare a healthy diet using different cooking techniques. I can make a cold healthy snack I can make a hot healthy snack	I plan and prepare a healthy diet using seasonal ingredients. I can explain why it is important to have a healthy balanced diet and how to provide one. I can make a product using yeast as a rising agent I can make a healthy, nutritious meal

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SKILL PROGRESSION for MUSIC				
I can …	Class 1	Class 2	Class 3	Class 4
PERFORMING	I can speak chants and rhymes. I follow instructions on how and when to sing or play an instrument. I build a repertoire of songs. I can sing nursery rhymes and topic related songs.	I can sing nursery rhymes and chants. I sing topic related songs. I take part in singing and chanting. I can make and control long and short sounds, using voices and instruments. I take notice of others when I am performing. I take part in singing songs, following the tune (melody) well. I perform with others, taking instructions from the leader. I learn to play some basic notes on a recorder.	I sing songs in unison and two parts. I sing a variety of songs in split parts/rounds. I sing songs from memory with accurate pitch. I perform with control and awareness of what others in the group are singing or playing. I sing in tune. I maintain a simple part within a group. I play notes on instruments with care so they sound clear. I learn to play a range of notes on a recorder.	I breathe well and pronounce words, change pitch and show control in my singing. I hold my part in a round. I perform songs in a way that reflects their meaning and the occasion. I play and perform in solo and ensemble contexts. I sing or play from memory with confidence. I sing or play expressively and in tune. I perform with accuracy, fluency, control and expression. I explore harmonies when singing. I develop and refine harmonic singing. I play a range or tuned and un-tuned instruments
COMPOSING	I can clap rhythms. I make up my own music. I experiment with changing sound. I represent my own ideas through music. I explore the sounds made by percussion instruments. I piece sounds together in patterns.	I can make a sequence of long and short sounds with help. I can make sounds that are very different (loud and quiet, high and low etc.). I can create my own sounds. I can carefully choose sounds to achieve an effect. I can create short musical patterns. I can combine sounds. I can create short rhythmic phrases. I explore African drumming. I begin learning notes on tuned percussion I can compose simple rhythms as part of circle games. I can compose sound effects to accompany a story from a different culture.	I compose and perform melodies and songs. I use sound to create abstract effects. I create accompaniments for my tunes. I carefully choose, order, combine and control sounds with awareness of their combined effect. I learn melodic phrases on tuned percussion. I learn an instrument. I improvise melodies in turn-taking situations, solo and ensembles. I select instruments for solo and ensembles and invent own compositions to create mood/ atmosphere.	I make creative use of the way sounds can be changed, organised and controlled I create my own songs. I create music, which reflects given intentions and uses notations as a support for performance. I demonstrate imagination and confidence in the use of sound. I show thoughtfulness in selecting sounds and structures to convey an idea. I create my own musical patterns. I compose short melodic phrases for solo and ensembles which can be used to create AB structure. I compose melodic phrases for solo and ensembles which can be used to create ABA structure.
APPRAISING *Live music can be pre-recorded i.e. video of live music being performed.	I can say what I like and don't like about a piece of music and songs I listen to live (high quality) music.	I choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). I can show that I can hear different moods in music. I identify the beat in music. I recognise changes in timbre, dynamics and pitch. I listen to live (high quality) music. Familiar I listen to live (high quality) music. World	I listen to several layers of sound and talk about the effect on the mood and feelings. I describe music using words such as duration, timbre, pitch beat, tempo, and texture. I show an appreciation for high quality live and recorded music. I listen to live (high quality) Classical I listen to live (high quality) music. African	I describe my music using musical words and I use this to identify strengths and weaknesses in my music. I understand how lyrics reflect the cultural context and have social meaning. I listen to live (high quality) music. Asian I listen to live (high quality) music. Modern
LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING	I listen out for different types of sounds.	I can say how some sounds are made and changed. I use my voice in different ways to create different effects. I listen with concentration and understanding to a range of high quality live and recorded music. I listen carefully and recall short rhythmic and melodic patterns. I can say how sounds can be made and changed to suit a situation. I make my own signs and symbols to make, record my music.	I say how many beats in a minim, crotchet and semibreve and I recognise their symbols. I name some great composers and musicians I recognise how musical elements can be used together to compose music. I describe the different purposes of music throughout history and in other cultures.	I create songs with an understanding of the relationship between lyrics and melody. I use standard musical notation of crotchet, minim and semibreve. I show a developing understanding of the history of music. I can name a variety of great composers and musicians. I read the musical stave and can work out the notes, CDEFGAB.

SKILL PROGRESSION for PHYSICAL EDUCATION

I can …		Class 1	Class 2	Class 3	Class 4
AQUIRING AND DEVELOPING SKILLS		Copy, repeat and explore skills. I develop my fine motor skills	Copy, repeat, remember and explore skills; I move with careful control and care	Select and use the most appropriate skills, actions and ideas; I move with coordination and control	Select and combine my skills, techniques and ideas; I apply my skills, techniques and ideas accurately, appropriately and consistently; I show precision, control and fluency
SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS	GAM	*Children to be given the opportunity to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.*		*Children to be given the opportunity to take part in competitive sport (e.g. badminton, basketball, cricket, football, hockey, netball, rugby, rounders and tennis – modified where appropriate) Children are taught the skills that relate to these competitive sports (Class 3 swimming)*	
		I demonstrate greater gross motor skill development and hand eye co-ordination I can move in controlled ways I can move fast and slow, high and low. I can run and skip. I can run from A to B I can roll a ball or hoop I move and stop when asked to do so. I can push, pat, throw, catch and kick a ball.	I can throw, catch, roll and kick with increasing coordination and accuracy I can strike a stationary ball I can begin to strike a moving ball I can use running, jumping, throwing and catching in small team games I can decide where to stand to make a game difficult for the other team I can decide where to stand to make a game easier for my team.	I can retrieve, throw, catch, roll, kick and dribble a ball in isolation and in combination; I begin to keep possession of a ball I can strike a moving ball with greater control I apply basic principles suitable for attacking and defending I follow the rules of a specific sport I choose appropriate tactics to cause a problem for the opposition	I use a wider range of techniques to retrieve, throw, catch, roll, kick and dribble a ball in isolation and in combination; I use a wider range of techniques to keep possession of a ball I can strike a moving ball in a wider range of scenarios I can run, jump and throw in isolation and in combination with control I use a variety of techniques suitable for attacking and defending I plan my approach to attacking and defending I work with my team and alone to gain possession of the ball I choose from a range of tactics when playing a game I choose the most appropriate tactic in a game
	GYM	I can stretch and curl my body I can bend my legs when jumping and landing I can go over, under, through, balance and climb apparatus. I can experiment with different ways of moving. I can jump and land appropriately. I can use anti-clockwise movement. I can retrace vertical lines.	I show control when travelling in a variety of ways I show control and coordination when balancing in a variety of ways I can jump and land with increasing control I copy sequences and repeat them I can perform a pencil roll (by repeating) I can show contrasts such as small/tall, straight/curved and wide/narrow. I can balance on different parts of my body I can balance on apparatus I can jump safely off of apparatus I can perform a range of rolls I plan a sequence of movements	I can balanced my body on the floor and on apparatus I can control my body shapes I can travel suitably in a range of ways I can begin to perform standard gymnastic positions (e.g. pike / tuck) I can begin to link my movements with control I plan, perform and repeat a simple sequence I can include changes in speed and level in my sequences.	I combine complex actions, shapes and balances on the floor and apparatus with control and consistency I can travel in a range of different ways I choose the most appropriate way to travel between movements I can perform all standard gymnastic positions (e.g. pike / tuck) with control and consistency I can link and adapt movements into well-timed sequences. I can link my movements with control and consistency I plan, perform and repeat complex sequences on my own and with a partner My sequences include changes in speed, level and direction
	DAN (including Country Dancing)	I use space safely I move to instructions. I can skip to music. I move confidently in a range of ways.	I can copy steps and move my body with increasing coordination and control I am beginning to select appropriate movements (linked to music) I choose suitable movements for a purpose (linked to music) I can copy simple dance moves with increasing control and coordination I link two or more simple movements together to create a motif I remember and repeat a sequence of simple dance moves	I can use dance moves communicate an idea I use dance movements which are clear and fluent I can refine my movements into a motif I can adapt my movements depending on purpose I remember and repeat a sequence of dance moves I can perform a dance motif with a partner	I use dance movements which are controlled and express emotion or feeling I can refine a range of complex movements into a motif I combine actions that include changes of direction, level and speed I remember and repeat a complex sequence of dance moves I can perform a dance motif in a small group I create dance movements which are refined with style and artistic intention

					I create dance movements which match the mood of the accompanying music I choose my own dance steps or movements and develop them into group motifs
	ATH	I can run I can jump up and down I can throw a beanbag I can throw a large ball. I can adjust speed and change direction. I can avoid obstacles when walking.	I can run with increasing speed I can jump forward and backwards I can throw a small ball I can throw underarm I can move to catch or collect I can avoid obstacles when running	I can run with some accuracy I can jump with some accuracy I can throw a tennis ball	I can run, jump and throw with accuracy I can throw a range of equipment
	SWI			I explore different ways of moving in water. I can blow bubbles in the water. I can put my head in the water I can use one basic stroke to swim I can swim 20 metres using my arms and legs. I can use more than one basic stroke to swim I can swim between 25 and 50 metres unaided I swim on the surface and below the surface I can use a range of swimming strokes confidently I can swim between 50 and 100 metres unaided I can perform safe self-rescue in different water-based situations.	
	OAA	I can explore our environment		I can take part in outdoor and adventurous activity challenges individually and with a partner	I can take part in outdoor and adventurous activity challenges individually and in a team I can use a range of problem solving strategies confidently
EVALUATING AND IMPROVING PERFORMANCE		I can talk about what I have done	I can talk about what others have done I can talk about the differences between my own and other performances I evaluate what went well (WWW) and what could be improved (EBI)	I talk about similarities and differences between my performance and others I evaluate what went well (WWW) and what could be improved (EBI) and why I use this information to explain how I can improve my performance	I compare and comment on the skills, techniques and ideas used in my work and others I use appropriate technical terminology I use this to demonstrate an improvement in my performance I analyse and comment on skills and techniques and how they are applied in my own and others' work I modify and refine my skills and techniques to improve my performance
KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH		I notice what happens to my body during activity	I can describe how my body feels during an activity using scientific language (e.g. lungs) I understand the importance of warming up properly I keep myself and others safe during P.E.	I understand why it is important to warm up before sport I can give reasons why physical activity is good for my health	I can explain and apply basic safety principles in preparing for exercise I can describe the effect exercise has on my body using scientific terminology I can describe how valuable physical exercise is to my health. I can explain how different parts of my body react during different types of exercise I warm up and cool down in ways that suit the activity I prepare well by considering safety first, assessing risks and adapting plans accordingly.

Skills Progression for **PSHE/Relationships Education**				
	Class 1	**Class 2**	**Class 3**	**Class 4**
Healthy Lifestyles	Sharing, taking turns and co-operating. Work as part of a group. Understand the importance of healthy food choices. Manage own basic hygiene and personal needs, including dressing and going to the toilet.	Recognise how healthy people look & feel. dental care The importance of respecting others, even when they are very different from them (e.g. physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs. Importance of a balanced diet for maintaining health & vitality (5 a day). mental health and emotions Knowing that mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Know what constitutes a healthy diet (including understanding calories and other nutritional content).	Identify daily routines that help keep their bodies healthy. mental wellbeing Knowing the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Knowing the characteristics and mental and physical benefits of an active lifestyle. How and when to seek support including which adults to speak to in school if they are worried about their health. Know the principles of planning and preparing a range of healthy meals. Understand that there are physical & emotional aspects to keeping healthy. self-care Knowing simple self-care techniques, including the importance of rest, time spend with friends and family and the benefits of hobbies and interests. Knowing that isolations and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	The body's defense systems, including the immune system. activity levels and diet Knowing the importance of building regular exercise into daily and weekly routines and how to achieve this; e.g. walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. Know the risks associated with an inactive lifestyle (including obesity). Know the characteristics of a poor diet and risks associated with unhealthy eating (including for example obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Recognise that there are a range of ways of living a healthy lifestyle. emotional wellbeing Knowing it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Ourselves and others	Ourselves Try new things Likes and dislikes Ask for help How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings.	Know the rules to stop them getting lost & safe ways of getting help. Know how to keep safe in different places & situations. Respecting others including friends and family Practical steps they can take in a range of different contexts to improve or support respectful relationships. How to make a clear and efficient call to emergency services if necessary. Importance of family and friendship Keeping safe including bodies and hygiene	Keeping safe including illness Recognise the differences between feeling 'safe' & 'unsafe' & finding a trusted person to help. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. How to recognise and report feelings of being unsafe or feeling bad about any adult Where and how to seek support (including recognizing the triggers for seeking support), including whom in school they should speak to if they are worries about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Respect including friendships and types of bullying Know what 'risk' is & assess it using a simple scale. Keeping safe including with medicines First Aid Knowing that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Relationships and behavior including bullying and peer pressure Know what 'being in charge of themselves' means. Skills to help them feel & behave confidently. The importance of permission-seeking and giving in relationships with friends, peers and adults. Know key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes. Know about menstrual wellbeing including the key facts about the menstrual cycle. Recognise that strong emotions affect their ability to judge situations accurately & how to manage them. Knowing where to get advice e.g. family, school and/or other sources.
Relationships	Our family The importance of family for children growing up because they give love, security and stability Our friends Importance of friendships in making us feel happy and secure. Make friends How people choose and make friends.	Recognise the value of being & having friends. Knowing that other's families, either in school or in the wider world, sometimes look different from their family, respect for those differences and know that other children's families are also characterised by love and care.	Understand how 'networks' grow & change with time. Knowing that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	Know the rules & laws governing their community. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

	Take account of others ideas	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The importance of family. Characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives Identify the key aspects of friendship. Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Strategies to protect themselves from physical & mental bullying. Knowing that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Knowing that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Knowing that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	How to report concerns or abuse, and the vocabulary and confidence needed to do so. Recognise & value different aspects of theirs & others personalities. Knowing what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Health and Well-being	Managing feelings. Show sensitivity. Talk about feelings.	How to keep safe around medicines & household substances. Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Recognise substances that are safe/unsafe to go into their bodies & the effects they might have. Knowing that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Know about personal hygiene and germs including bacteria, viruses, how they spread and are treated, and the importance of handwashing. All humans & animals have needs.	Understand what causes illness (bacteria/viruses) & how they are spread. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Keeping safe with medicines (including correct dose). Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. Know the facts and science relating to allergies, immunization and vaccination.	Develop strategies to help them resist pressure & persuasion. Knowing about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Differentiate between risks & hazards and long & short term harm. Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Growing Up	Rules – right and wrong Talk about own and others behaviour. Consequences. Knowing what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Recognise how they have changed/grown & that this is a continuous journey through life. Knowing about the concepts of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Begin to understand the range of skills necessary to aid their independence. Knowing how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Recognise that there are 2 types of change physical & emotional & how to manage them. The importance of self-respect and how this links to their own happiness. Reflect upon their aspirations for adult life. Knowing that marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong.	Understand the physical & emotional changes at puberty for both sexes. About sources of reliable & accurate information about puberty. Recognise that people may change physically & mentally as they grow. Assess risk involved in trying to grow up too soon.
Environment		They belong to a community (class, school, home/family & local community). The conventions of courtesy and manners.	How human developments affect the environment. Research a current environmental issue in the media.	Basic human needs (link between needs & rights). To empathise with other peoples experiences. Reflect on moral issues. Respect peoples different values.
Online Safety	Knowing that for most people the internet is an integral part of life and has many benefits.	Knowing about the benefits of rationing time spent online. Knowing the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and other's mental and physical wellbeing.	Knowing that people sometimes behave differently online, including by pretending to be someone they are not. How to consider the effect of their online actions on others and know how to recognise and display respectful behavior online and the importance of keeping personal information private. Knowing that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. Knowing why social media, some computer games and online gaming for example are age restricted.	Knowing the rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them. Knowing that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Knowing how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Knowing how information and data is shared and used online.

			Where and how to report concerns and get support with issues online.	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	Anti-bullying week – cyberbullying and SEND Fireworks and bonfire talk 2 x Charity days Stranger Danger Awareness Year Group Transition Safety Week Summer Safety Talk (visitor)	Anti-bullying week – cyberbullying and SEND Fireworks and bonfire talk 2 x Charity days Stranger Danger Awareness Year Group Transition Safety Week Summer Safety Talk (visitor)	Anti-bullying week – cyberbullying and SEND Fireworks and bonfire talk 2 x Charity days Stranger Danger Awareness Year Group Transition Fire safety talk Safety Week Summer Safety Talk (visitor) First Aid Training	Anti-bullying week – cyberbullying and SEND Fireworks and bonfire talk 2 x Charity days Stranger Danger Awareness Year Group Transition Safety Week Summer Safety Talk (visitor) Puberty Talks Secondary school transition visits Bikeability Secondary school transition days SEND secondary transition

GERMAN OVERVIEW (Class 3 and 4 only)		
Autumn term	**Spring Term**	**Summer Term**
• Grüße (greetings) • Ein Gespräch (conversation) • Introducing oneself „Ich heiße…“ • Name and label some common classroom items (introduce noun gender - der, die, das) • Understanding classroom instructions • Meine Schulsache (what’s in my school bag) • Name a variety of school equipment • What’s in my pencil case • Die Zahlen (numbers) • Respond to „Wie viele?“ and „Wie alt bist du?“ • Die Farben (colours) – „Was ist deine Lieblingsfarbe?“ • Meine Familie (family) – „Hast du Geschwister“ (class 3 draw and label family members) • Weinachten! (Christmas) – carol („Oh Tannenbaum“)	• Revisit Gespräch (talking about yourself) • Die Körper (body) – song („Kopf, Schultern, Knie, Zehen“) - game „Hans sagt“ (Simon says) • Die Monate des Jahres (months) - numbers 20-31 („Wann hast du Geburtstag?“ • Das Wetter (weather) – „Wie ist das Wetter Heute?“ • Make a weather wheel • World book day – story („Der Lebkuchen Mann“) • Ostern (Easter)	• Revise previous topics and consolidate • „Welcher Sport machst du?“ – „meine Lieblingssport ist…“ • Ich spiele… ,Ich gehe… , Ich mache… • Zu Hause (rooms in the home) „In meinem Haus gibt es…“ Class 3 introducing definite article (der, die, das) • Im meinem Schlafzimmer – song („Bruder Jakob“) Class 3 to make labelled plan of bedroom • Die Kleidung (clothing) • Das Essen (food) • German snack tasting! • Machen Wir uns ein picknick • Im café (ordering food, expressing opinion – „Ich mag…“) • Die Ferien (holidays) „Ich fahre…“ Die Lander der Welt (countries)

Das ist Deutsch!

Children will be introduced to German as a modern foreign language, as spoken in various countries throughout the world, following the scheme “Das ist Deutsch!” for primary schools. Topics contain vocabulary that children will use every day in school and at home. Emphasis is on listening, speaking and understanding. Years 5 & 6 begin to extend sentences to include description, opinions and sentence structure; and will start to write basic sentences with attention to word order.

GERMAN

	Class 1	Class 2	Class 3	Class 4
Listening and Speaking			I listen attentively to spoken language and show understanding by joining in and responding. I engage in conversation; ask and answer questions; respond to those of others. I develop accurate pronunciation.	I demonstrate clearer pronunciation (speaking) I develop my listening, reading and writing in German I listen for specific words and phrases.
Reading and Writing			I copy simple familiar words and write some single words from memory. I broaden vocabulary knowledge and ability to understand new words in familiar written material. I develop dictionary skills.	I read some familiar words and phrases aloud and pronounce them correctly
Stories, Songs and Rhymes			I appreciate stories, songs, poems and rhymes in German.	I appreciate stories, songs, poems and rhymes in German.
Celebrating Diversity			I appreciate how Christmas and Easter is celebrated in Germany. I begin by looking at personal description. I learn by focussing on features of people – both physical and personal characteristics.	I appreciate how British towns differ to German towns

EYFS

Characteristics of Effective Learning

How children learn - use these to prompt thinking about the knowledge you have about an individual child and how you can support them

Overview – please see Development Matters 2021 for more detail

<table>
<tr>
<td colspan="2">Personal, Social and Emotional Development

Select and use resources, sometimes with help
Understands and enjoys doing jobs in school
Gain confidence to speak to unfamiliar people in the safe context of the setting
Play with peers to extend play ideas
Help to find solutions and negotiate conflicts
Understand and follow boundaries
Express feelings of self and others
Develop sense of self worth
Build relationships
Show resilience and perseverance
Manage their own needs</td>
<td>Communication and Language

Listen, engage with and talk about stories and books
Develop vocabulary and speak in well-formed sentences
Follow instructions
Understand why questions
Sing songs and rhymes
Initiate and hold a conversation
Use talk to organise play
Understand why listening is important
Ask questions
Connect ideas by using connectives in their speech
Describe events
Use talk to solve problems
Develop social phrases</td>
<td>Physical Development

Develop gross motor movement, spatial awareness and balance in a range of ways
Ball skills
Posture
Choose and use appropriate tools
Develop fine motor skills
Use one handed tools
Use appropriate grip when holding a pencil
Use a knife and fork
Show preference for a dominant hand
Dressing and undressing
Personal hygiene
Healthy eating and lifestyle</td>
</tr>
<tr>
<td>Literacy

Understand the concept about print
Phonics
Engage in conversations, learning new vocabulary
Mark making
Form lowercase and uppercase letters accurately
Read with increased fluency, understanding and enjoyment
Write simple sentences and re read</td>
<td>Mathematics

Counting
Recognising numbers
Recognising amounts
2D and 3D shape
Measures
Patterns
Recording
Mathematical language</td>
<td>Understanding the world

Physical world
Local community
Personal experiences
Knowledge and sense of the world
Visits (park, library, local)
People in our community
Stories (cultural, social, technological, ecological)
Vocabulary development</td>
<td>Expressive Arts and Design

Pretend play
Use resources to create with
Use tools and techniques
Drawing, painting and mark making
Colour mixing
Listen, react to and create sounds, songs and music
Dance and movement
Develop storylines</td>
</tr>
</table>

Early Learning Goals (end of year expectations)						
Communication and Language: Listening, Attention and Understanding	**Communication and Language: Speaking**	**Personal, Social and Emotional Development: Self-Regulation**	**Personal, Social and Emotional Development: Managing Self**	**Personal, Social and Emotional Development: Building Relationships**	**Physical Development: Gross Motor Skills**	**Physical Development: Fine Motor Skills**
Listen attentively and respond to what they hear and relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of part, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulse when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.
Literacy: Comprehension	**Literacy: Word Reading**	**Literacy: Writing**	**Mathematics: Number**	**Mathematics: Numerical Patterns**	**Expressive Arts and Design: Creating with Materials**	**Expressive Arts and Design: Being Imaginative and Expressive**
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate– key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.	Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process that have used; Make use of props and materials when role playing characters in narratives and stories.	Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Understanding the World: Past and Present	**Understanding the World: People, Culture and Communities**	**Understanding the World: The Natural World**				
Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.				