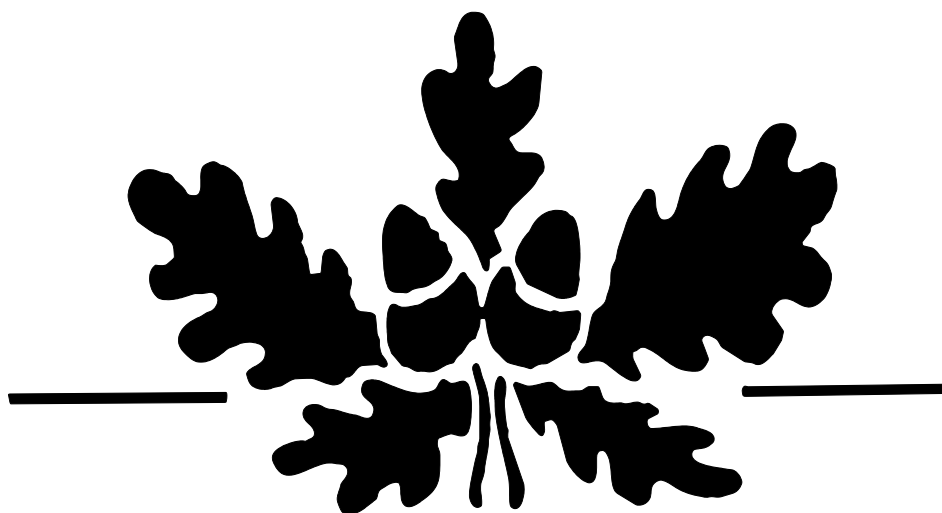


Grayshott C of E Primary School

Teaching and Learning Policy

Non-Statutory Policy

Approved : Autumn 2014



Governors' Review Date: Spring II 2016 (thereafter every 2 years)

Member of Staff responsible: PD
Governor responsible: JC

Grayshott C of E Primary School

Learning Policy

At Grayshott CE Primary School we believe that children learn best when they:

Learning environment

- Are in a happy stimulating and challenging environment which is caring, secure, tolerant, and positive, where expectations and levels of praise are high.
- Feel confident, have a positive attitude and believe in themselves.
- Respond positively to challenge, praise and encouragement.
- Are well motivated and enjoy the tasks.
- Have high expectations of themselves as learners
- Are given praise and constructive comments
- Take pride in their own achievements and accept and learn from their experiences and of others.
- Have a clear idea of what they are aiming to achieve and have targets.

Learning styles

- Have visual, auditory and kinaesthetic activities in lessons
- Take an active part in their learning.
- Can apply their knowledge and skills to new situations
- Are given a variety of progressive opportunities to gain knowledge, skills and understanding; with appropriate differentiation.
- Respect the learning styles and needs of others.
- Respond in an appropriate way to a variety of learning situations.

Structure of learning

- Realise that home and school do share the same aspirations and work in partnership
- Value and respect the contributions of others.
- Use cross-curricular links for purposeful learning
- Incorporate ICT skills
- Manage their organisation for learning, including homework.
- Develop time management skills, particularly setting and meeting deadlines.
- Work as appropriate either individually, co-operatively or collaboratively as part of a group
- Make appropriate decisions and take responsibility for their own actions

Learning and progress

- Know they are making progress.
- Are supported in their individual needs.
- Are given time to plan, evaluate and improve.
- Are questioned effectively

The Grayshott Red Lines

Planning for Progress

Be aware of and cater for the 'next steps' of all pupils

Engaging learning is planned for with opportunities to drive an investigative approach

Planned differentiation, using the skills document taken from the new National Curriculum, ensuring challenge and extension for all pupils

Clear aims and role for all adults

Evidence that a range of different questions are being considered

Delivering progress

The vast majority of pupils make progress through:

Lesson objectives and success criteria, following 'Must Should, Could' must be clearly explained to the pupils

Questions are varied, more than just 'closed' and often target individuals

AfL is an integrated part of each lesson, adapting teaching as necessary

A range of differentiation strategies must be employed; never just by 'outcome'

Pupil 'talk for learning' always exceeds teacher talk

Excellent behaviour for learning is expected from all pupils

Learning must be active

Assessing for Progress

Pupil targets are prominent in the front of books. These should be updated at least $\frac{1}{2}$ termly.

Dialogue marking must be regular and when used, must always involve an appropriate comment from the pupil. Marking should be linked to pupil targets.

Regular opportunities for pupil peer assessment, self-levelling of work and pupil conferencing where appropriate.

Flexible Approaches to Teaching and Learning

Good teaching does not put ceilings on children's learning.

At Grayshott School, grouping children in English and Maths is used to facilitate classroom management. These groups have to be kept flexible in terms of learning, on a lesson by lesson basis, based on the strengths of the children.

This will ensure:

- **All children make at least good progress**
- **All children are appropriately challenged and extended**

It can be evidenced through annotation of planning.

- **Clear success criteria must be set and shared, appropriate to what works in the context of the lesson.**

Teachers at Grayshott School have the flexibility to use their professional judgement in the setting of success criteria. When Must Should Could is used it will give the children a clear idea of what success looks like, include 'process criteria', as appropriate, and provide opportunities to take learning on further.

Consistent Differentiation

What do we need to achieve?

- Ensure that tasks are matched appropriately to the needs of individuals and groups so that they are able to make good progress within each lesson.
- Ensure that all children encounter new learning and do not rehearse previous learning, unless necessary.
- Ensure that there is a good level of challenge and that work is always pitched 'high'.

How will we achieve this?

- Use of **WALT** ('What Are we Learning Today') for lesson objectives.
 - Colour coded objectives on the planning help plan for the more able (**objectives for the year above**) and SEN (**objectives for the Year below**)
 - **Steps To Success:** In both Key Stages:
Must, Should, Could. NOT to be used as a 'path' (see below).
 - Children could self-assess how well they did through marking M, S or C on their work (or Red, Orange, Green).
 - This is **NOT** a path through the lesson, children do not need to start at the Must and move on through the Should, to the Could. Set **appropriate starting points**, according to formative assessments from previously and during the input.
 - Support should be through a range of strategies throughout the week:
 - **By outcome.**
 - **By support.**
 - **By level of input/Starting point.**
 - **By scaffolding.**
 - **By task.**
 - **By 'What if?' style questions.**
 - **By SEN needs.**
 - **By resourcing/equipment.**
- (NOTE: The first 2 tend to be the most common, it is important to vary strategies)
- Ability groupings should be obvious on planning documents.
 -

Consistent Dialogue marking

Good marking tells the children what they have to do next, it is linked to targets.

What we need to do?

- Develop consistency across school.
- Is there dialogue evident between pupil & teacher? (esp. feedback from children)
- Daily opportunity to be given in lessons for children to respond appropriately to marking, e.g. peer to peer.
- Needs to be linked to targets and/or WALT
- Provide opportunities for children to achieve targets.
- Enable children to show a sense of pride in their work.
- Mark in a green what was good and purple for next steps.
- The adult working with the children marks the work, initialling if it is not the Class Teacher. Class Teachers will provide time for the LSA to complete marking.
- Class teachers to check the accuracy of pupil peer marking

Things to consider

- Each piece of work needs to be marked/acknowledged.
- Child to receive detailed marking regularly as age appropriate.
- Photos of pupils/work if doing practical activity.
- Refer marking to pupil targets card.
- Regular opportunities for pupil peer assessment, self-levelling of work and pupil conferencing where appropriate.

How can we phrase our comments/questions?

- Great effort. You've made a couple of mistakes so try to answer these...
- Your next step is...
- You're now ready to move on to... Why do you feel you are ready too?
- Can you now answer this...
- What could you write below that shows...

- You've achieved your personal target on... What do think you next step is?
- I don't think you have given enough examples, could you give me some more at the start of the next lesson?
- You're now ready to use this in some problem solving.
- You're now ready to use this in a different context.

Consistent Target Setting

What we need to do?

- Develop consistency across the school in terms of setting, checking & recording.
- Ensure that children are aware of the next steps in their learning.
- Ensure there are clear links between comments in marking and targets.
- Show that target setting is moving pupils' learning forward.

How will we achieve this?

- Set 2, 3, or 4 ongoing targets, depending on the child and update these at least half-termly.
- Use a target grid, stuck to the inside cover of the Maths and English book.
- Ensure the teacher sets the targets, alongside discussion with the child.
- Date the grid when the target is achieved. Also acknowledge in the book that the target has been achieved e.g. 'Goal Scored'. This creates a link between the target and the work being set.
- Ensure that the target is framed in pupil friendly language.
- Maths and writing targets to be stuck into the front of every child's maths and theme book to be referred to and to inform targets.
- Children to circle in pencil when they think they have achieved a target on the assessment grid (maths and writing) – to be checked and highlighted by the class teacher.
- When highlighting assessment grids, teachers should use a different colour highlighter pen for each term to show the rates of progression clearly.
- The grid below shows an example of what is required and can be adapted to suit each theme/class.

Date set	Target	Evidence (3 x)	Date achieved

Maths Red Lines (Also see calculation policy)

- Five hours of sequenced lessons per week, including consolidation opportunities and range of contexts to learning, deepening and broadening
- Specification of maths vocabulary in planning & delivery
- Differentiation (3 levels + SEN)
- Objectives for mental and oral starter shown in planning and delivery
- Objectives for main activity, key questions in planning & delivery
- Children given process success criteria (what you do to achieve the WALT)
- WAGOLL clearly displayed to set high expectations

English Red lines

- Five hours of sequenced lessons per week. Sequences should include an initial writing piece, immersion in the text type, consolidation opportunities and range of contexts to learning, deepening and broadening
- Children will read to the class teacher at least once a week, either as part of a guided group or 1:1. The home-school agreement states that adults should read at home with their children daily - please see Appendix 1 (Home Learning Guidelines)
- Planning should be creatively linked to the topic theme where possible.
- The learning journey should include exemplification of high expectation through WAGOLL
- Children to be given fortnightly, independent opportunities to write for a sustained amount of time, appropriate to age and ability.
- Writing opportunities should take different forms: guided, shared and independent.
- Writing opportunities should be purposeful and relevant, leading to a real-world outcome where possible.
- Peer-Marking/peer levelling using child friendly criteria are an important part of the writing process.
- Spellings will be tested up to phase 6 of Letters & Sounds, and after that homework will follow a more investigative approach, using a spelling log.
- Handwriting will follow the joined cursive font and lead-ins will be taught from Year R.
- Speaking and listening skills area taught explicitly - please see Appendix 2 (skills document).

Marking codes:

These should be clearly marked and children should know what they mean.

sp

Spelling error on this line. Please find the correct spelling and write it in the back of your home school book, to be practised.

p

Punctuation error on this line. Please correct the punctuation in another colour.

s

This work was supported by an adult.

i

This work was completed independently.

v

Verbal feedback has been given.

“ ... ”

The key part of the conversation had between the child and the adult is to be written in the books in speech marks (often more useful in the lower school)

Pen colours for marking:

Green pen: what went well? (focussed on the WALT and the child's targets)

Purple pen: what are the next steps?

Adults other than the child's usual class teacher should initial after their comments.
Job shares should initial all work.

Other contextual information is helpful, such as if the child was working in a group, or with a partner.

Home Learning Guidelines

Home Learning Tasks should:

- Encourage independent, child centred learning
- Provide a wide range of learning opportunities across the curriculum
- Encourage conversation between parents and children
- Provide opportunities for open ended tasks and projects
- Provide more kinaesthetic learning opportunities
- Excite and motivate children to want to learn at home
- Set learning in school in real life contexts
- Build on and reinforce learning in school
- Respond to children's own questions and natural curiosity

Recommended Time Allocation:

Home learning should be a positive experience. If parents have any concerns they should not hesitate to contact the school. The following are government recommendations as appropriate time allocations for homework activities.

Years 1 and 2 - 1 hour per week

Years 3 and 4 - 1.5 hours per week

Years 5 and 6 – 2 hours per week

Expectations:

EYFS

- ~ Reading each night alongside phonics practice.
- ~ Activities linked to current topic or areas of learning as the class teacher judges appropriate.

Year 1

- ~ Daily reading
 - ~ Fortnightly spelling based on letters and sounds
 - ~ Fortnightly maths or writing
 - ~ Activities linked to current topic or areas of learning as the class teacher judges appropriate.
- } on alternate weeks.

Year 2

- ~ Daily reading
- ~ Weekly spelling (pre phase 6)
- ~ Fortnightly maths/theme

Year 3, 4, 5 and 6

- ~ Regular reading and discussion of text
- ~ Spellings (post phase 6 letters and sounds): Written in back of home-link book, at least 5, to learn at home. When applied in written work, children choose new spellings based on errors in school work.
- ~ Weekly task supporting current theme
- ~ Weekly differentiated maths task

Homework will be set following the Must, Should, Could format

Supporting Reading in Key stage 1

It is important that children **enjoy** reading and have an **understanding** of what they have read. Below are some suggestions as to how you can help your child read at home.

- Reading should be fun and enjoyable. Find a quiet, comfortable place to read, away from distractions.
- Talk to your child about the book cover eg. Title, illustrations, blurb, author
- Help your child with words that they do not know, by modelling to them how to sound out and blend the sounds. Do not let them struggle, but do not just give the child the word.
- Encourage your child to use the pictures and sounds together to give them clues. Later in Key Stage 1, they should be encouraged to use the context of the sentence and whether it makes sense.
- Talk about what might happen next, asking your child to predict and think of different endings.
- Encourage your child to talk about what they have read.
- Keep the sessions short and full of praise. Avoid reading when your child is too tired.
- Read lots of different books, so your child has a varied reading diet. Consider joining a library to help with this.
- Reading what your child chooses is important alongside their banded books from school. For example, if they would like to read a comic as well as their school book, please don't discourage them!
- Make sure your child sees others reading, and hear people reading or telling stories. Try to find time to read and enjoy books together as a family.

☺ **Most importantly, reading is to be enjoyed!**

Supporting reading in Key stage 2

Book talk – asking your child questions about their reading is vital to find out what they have understood and enjoyed about the text. Below are some questions that could prompt discussion:

Setting:

- Where/when does the story take place? How do you know this?

Character:

- Who is the main character? How do you know this?
- What sort of character is s/he? What are his/her qualities?
- Would you like to get to know this character? Why?
- Who is the most important character? Why?
- What would you like to ask the character/s in this book? Why?

Plot:

- What are the problems/complications in the story?
- How do the problems get sorted?
- Would you have sorted them differently? How?

Illustrations:

- How do the words and pictures tell the story?
- What do the pictures do for you that words cannot?
- What is your least/most favourite picture? Why?
- Which part of the picture do you notice most? Why?

Theme:

- What do you think this book is about?
- Why do you think the author wrote this book?
- How does the story remind you of anything else?

Author:

- What other stories has the author written?
- How would you compare the themes of this author's stories?
- Is there anything about the story that helps you know who the author is?

Other:

- Why did you choose this book?
- Is there anything that puzzles you about this book?

- What might be the message to the reader from the author?

😊 **Most importantly, reading is to be enjoyed!** 😊

Appendix 2 - skills document

English (EYFS - Communication and Language and Literacy)

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

To ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

	EYFS	Key Stage 1 and 2
Spoken language	<p>FS Profile</p> <p>Listening and attention, ELG 01: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding ELG 02: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking ELG 03: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication.</p>

	EYFS	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Word reading	<p>FS Profile</p> <p>Reading ELG 09: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p>	<p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>

	EYFS	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Comprehension	<ul style="list-style-type: none"> Listen with enjoyment to stories, songs, rhymes and poems, sustain attentive listening and respond with relevant comments, questions and actions Show an understanding of the elements of stories, such as main character, sequence of events, and openings and how information can be found in non-fiction texts to answer questions 	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.

Writing

	EYFS	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Transcription (spelling)	<p>FS Profile</p> <p>Writing ELG 10: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl’s book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with ‘silent’ letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.

	EYFS	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Transcription (handwriting)	Attempt writing for various purposes, using features of different forms such as lists, stories and instructions	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.

	EYFS	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Composition	<p>FS Profile</p> <p>Writing ELG 10: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

	EYFS	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

IMPORTANT!

Vocabulary lists are available in the appendix, along with other resources in its non-statutory guidance. Please also see the terminology relating to vocabulary, grammar and punctuation that the children **MUST be familiar with for each year group.**

Spelling Appendix

	EYFS	Year 1		Year 2		Lower Key Stage 2	Upper Key Stage 2
		Rules	Vowel sounds	Sounds	Rules	(please see NC appendix for more details)	
		Division of words into syllables	a-e e-e i-e o-e u-e	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	Adding -es to nouns and verbs ending in -y	Adding suffixes beginning with vowel letters to words of more than one syllable	Endings which sound like /ʃəs/ spelt -cious or -tious
		Adding s and es to words (plural of nouns and the third person singular of verbs)	ea (/i:/) ea (/ɛ/) er (/ɜ:/) er (/ə/) ir ur oo (/u:/) oo (/ʊ/) ue ew ou	The /s/ sound spelt c before e, i and y	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The /ɪ/ sound spelt y elsewhere than at the end of words	Endings which sound like /ʃəl/
		Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	ow (/aʊ/) ow (/əʊ/) oa oe igh ie (/i:/) ie (/aɪ/) or ore aw au	The /n/ sound spelt kn and (less often) gn at the beginning of words	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The /ʌ/ sound spelt ou	Homophones and other words that are often confused
		Adding -er and -est to adjectives where no change is needed to the root word	air are (/ɛə/) ear ear (/ɛə/)	The /r/ sound spelt wr at the beginning of words	Adding the endings -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	More prefixes	Words ending in -able and -ible
		Adding the prefix -un	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The // or /əl/ sound spelt -le at the end of words	The // or /əl/ sound spelt -el at the end of words	The suffix -ation	Adding suffixes beginning with vowel letters to words ending in -fer
		Common exception words	ai, oi ay, oy ar ee	The // or /əl/ sound spelt -al at the end of words	Words ending -il	The suffix -ly	Use of the hyphen
		Compound words	Using k for the /k/ sound	The // or /əl/ sound spelt -al at the end of words	Words ending -il	Words with endings sounding like /zə/ or /tʃə/	Words with the /i:/ sound spelt ei after c
			Words ending -y (/i:/ or /ɪ/)	The // or /əl/ sound spelt -al at the end of words	The /aɪ/ sound spelt -y at the end of words	Endings which sound like /zən/	Words containing the letter-string ough
			New consonant spellings ph and wh	Words ending -il	The /ɔ:/ sound spelt 'a' before l and ll	The suffix -ous	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
			The /v/ sound at the end of words	The /aɪ/ sound spelt -y at the end of words	The /ʌ/ sound spelt o	Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	
			-tch	The /ɔ:/ sound spelt 'a' before l and ll	The /i:/ sound spelt -ey	Words with the /k/ sound spelt ch (Greek in origin)	
			The /ŋ/ sound spelt n before k	The // or /əl/ sound spelt -al at the end of words	The /b/ sound spelt a after w and qu	Words with the /ʃ/ sound spelt ch (mostly French in origin)	
				Words ending -il	The /ɜ:/ sound spelt or after w	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency
				The /aɪ/ sound spelt -y at the end of words	The /ɔ:/ sound spelt ar after w	Words with the /s/ sound spelt sc (Latin in origin)	
				Words ending -il	The /z/ sound spelt s	Words with the /eɪ/ sound spelt ei, eigh, or ey	Words ending in -ably and -ibly
				Words ending -il		Possessive apostrophe with plural words	

Mathematical Understanding (EYFS - Mathematics Development)

During the primary phase, children should:

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

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The skills are, by necessity, organised into apparently distinct domains, but pupils should make **rich connections** across mathematical ideas to develop **fluency, mathematical reasoning and competence in solving increasingly sophisticated problems**. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will **move through the skills at broadly the same pace**. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. **Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems** before any acceleration through new content. Those who are not sufficiently fluent with earlier skills should consolidate their understanding, including through additional practice, before moving on.

◆ Number and place value

Domain	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and place value	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>Given a number, identify one more and one less</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> <p>FS Profile</p> <p>Numbers ELG 11: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>Read and write numbers to at least 100 in numerals and in words</p> <p>Use place value and number facts to solve problems.</p>	<p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>Compare and order numbers up to 1000</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Read and write numbers up to 1000 in numerals and in words</p> <p>Solve number problems and practical problems involving these ideas.</p>	<p>Count in multiples of 6, 7, 9, 25 and 1000</p> <p>Find 1000 more or less than a given number</p> <p>Count backwards through zero to include negative numbers</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>Order and compare numbers beyond 1000</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Round any number to the nearest 10, 100 or 1000</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p>	<p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>Solve number problems and practical problems that involve all of the above</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>Round any whole number to a required degree of accuracy</p> <p>Use negative numbers in context, and calculate intervals across zero</p> <p>Solve number and practical problems that involve all of the above.</p>

◆ Addition and subtraction

Domain	Year 1	Year 2	Ye
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Domain	Year 1	Year 2	Year 3
Addition and division and algebra	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p>	<p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> concrete objects and pictorial representations, including those involving numbers, quantities and measures their increasing knowledge of mental and written methods <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> digit number and ones digit number and tens digit numbers three one-digit numbers <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</p>	<p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> three-digit number and ones three-digit number and tens three-digit number and hundreds <p>Add and subtract numbers with up to three digits, using formal written methods</p> <p>Estimate the answer to a calculation and use inverse operations to check</p> <p>Solve problems, including missing number problems, using number facts and formal written methods</p>

◆ Multiplication and division

Domain	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication and division	<p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p>Recall multiplication and division facts for multiplication tables up to 12×12</p> <p>Use place value, known and derived facts to multiply and divide mentally, including:</p> <ul style="list-style-type: none"> • multiplying by 0 and 1 • dividing by 1; • multiplying together three numbers <p>Recognise and use factor pairs and commutativity in mental calculations</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>Multiply and divide numbers mentally drawing upon known facts</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared and cubed</p> <p>Solve problems involving multiplication and division and a combination of these, inc understanding the meaning of the equals sign</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>[See information in above table; Addition and Subtraction]</p>

◆ Fractions, Decimal, Percentages, Ratio and proportion, Algebra

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Fractions
Year 6: Fractions (including decimals and percentages)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Add and subtract fractions with the same denominator within one whole e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$</p> <p>Compare and order unit fractions, and fractions with the same denominators</p> <p>Solve problems that involve all of the above.</p>	<p>Recognise and show, using diagrams, families of common equivalent fractions</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Add and subtract fractions with the same denominator</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$</p> <p>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Round decimals with one decimal place to the nearest whole number</p> <p>Compare numbers with the same number of decimal places up to two decimal places</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>Recognise and show, using diagrams, families of common equivalent fractions</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Add and subtract fractions with the same denominator and multiples of the same number</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>Read and write decimal numbers as fractions</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>Read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.</p>	<p>Compare and order fractions whose denominators are all multiples of the same number</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$</p> <p>Add and subtract fractions with the same denominator and multiples of the same number</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>Read and write decimal numbers as fractions</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>Read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.</p>	<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Compare and order fractions, including fractions >1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers</p> <p>Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction</p> <p>Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>Use written division methods in cases where the answer has up to two decimal places</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Ratio and Proportion</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>

◆ Measurement

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement	<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) mass or weight (e.g. heavy/light, heavier than, lighter than) capacity/volume (full/empty, more than, less than, quarter) time (quicker, slower, earlier, later) <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) <p>Recognise and know the value of different denominations of coins and notes</p> <p>Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>FS Profile</p> <p>Shape, space and measures ELG 12: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Choose and use appropriate standard units to estimate and measure</p> <ul style="list-style-type: none"> length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, <p>Using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and =</p> <p>Recognise and use symbols for pounds (£) and pence (p)</p> <p>Combine amounts to make a particular value find different combinations of coins that equal the same amounts of money</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Compare and sequence intervals of time</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Know the number of minutes in an hour and the number of hours in a day</p>	<p>Measure, compare, add and subtract:</p> <ul style="list-style-type: none"> lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) <p>Measure the perimeter of simple 2-D shapes</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>Estimate and read time with increasing accuracy to the nearest minute;</p> <p>Record and compare time in terms of seconds, minutes, hours and o'clock</p> <p>Use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>Compare durations of events, for example to calculate the time taken by particular events or tasks.</p>	<p>Convert between different units of measure (e.g. kilometre to metre; hour to minute)</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Find the area of rectilinear shapes by counting squares estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	<p>convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²)</p> <p>Estimate the area of irregular shapes estimate volume (e.g. using 1 cm³ blocks to build cubes and cuboids) and capacity (e.g. using water)</p> <p>Solve problems involving converting between units of time</p> <p>Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.</p>	<p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places convert between miles and kilometres</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes</p> <p>Calculate the area of parallelograms and triangles</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³), and extending to other units such as mm³ and km³.</p>

Computing

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

	Key Stage 1 and EYFS	Key Stage 2
Computer Science	<p>Understand what algorithms are;</p> <p>Understand how they are implemented as programs on digital devices;</p> <p>Understand that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</p> <p>solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work</p> <p>to detect and correct errors in algorithms and programs</p> <p>understand computer networks including the internet;</p> <p>how they can provide multiple services, such as the world wide web;</p> <p>appreciate how search technologies results are selected and ranked</p>
Information Technology	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>use search technologies effectively</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including:</p> <p>collecting, analysing, evaluating and presenting data and information</p>

Digital Literacy	<p>use technology safely and respectfully, keeping personal information private;</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>recognise common uses of information technology beyond school</p> <p>FS Profile Technology ELG 15: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>understand the opportunities that computer networks offer for communication and collaboration</p> <p>use technology safely, respectfully and responsibly;</p> <p>recognise acceptable/unacceptable behaviour;</p> <p>identify a range of ways to report concerns about content and contact.</p> <p>be discerning in evaluating digital content</p>
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Science (EYFS - Understanding the World, Playing and Exploring)

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

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

Focus	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Working Scientifically <i>To think like a scientist</i>	Ask questions about how things happen and why things work FS Profile The world ELG 14: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.	Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings.	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.

Year One			
Seasonal Changes	Materials	Plants	Animals, including humans
observe changes across the 4 seasons	distinguish between an object and the material from which it is made	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
observe and describe weather associated with the seasons and how day length varies	identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	identify and describe the basic structure of a variety of common flowering plants, including trees	identify and name a variety of common animals that are carnivores, herbivores and omnivores
	describe the simple physical properties of a variety of everyday materials		describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
	compare and group together a variety of everyday materials on the basis of their simple physical properties		identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year Two			
Living things and their habitats	Plants	Animals, including humans	Materials
explore and compare the differences between things that are living, dead, and things that have never been alive	observe and describe how seeds and bulbs grow into mature plants	notice that animals, including humans, have offspring which grow into adults	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
identify and name a variety of plants and animals in their habitats, including microhabitats	find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
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		describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	
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			

Year Three				
Plants	Animals, including humans	Light	Materials	Forces and Magnets
identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	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	recognise that they need light in order to see things and that dark is the absence of light	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
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	identify that humans and some other animals have skeletons and muscles for support, protection and movement	notice that light is reflected from surfaces	describe in simple terms how fossils are formed when things that have lived are trapped within rock	observe how magnets attract or repel each other and attract some materials and not others
investigate the way in which water is transported within plants		recognise that light from the sun can be dangerous and that there are ways to protect their eyes	recognise that soils are made from rocks and organic matter	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
explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal		recognise that shadows are formed when the light from a light source is blocked by a solid object		describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing
		find patterns in the way that the size of shadows change		compare how things move on different surfaces

Year Four				
Living things and their habitats	Animals including humans	States of matter	Sound	Electricity
recognise that living things can be grouped in a variety of ways	describe the simple functions of the basic parts of the digestive system in humans	compare and group materials together, according to whether they are solids, liquids or gases	identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear	identify common appliances that run on electricity
explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	identify the different types of teeth in humans and their simple functions	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)	find patterns between the pitch of a sound and features of the object that produced it recognise that sounds get fainter as the distance from the sound source increases	construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
recognise that environments can change and that this can sometimes pose dangers to living things	construct and interpret a variety of food chains, identifying producers, predators and prey	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	find patterns between the volume of a sound and the strength of the vibrations that produced it	recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors

Year Five				
Living things and their habitats	Animals, including humans	Materials	Forces and Magnets	Earth and Space
describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	describe the changes as humans develop to old age	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	explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	describe the sun, Earth and moon as approximately spherical bodies
describe the life process of reproduction in some plants and animals		know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	identify the effects of air resistance, water resistance and friction, that act between moving surfaces	describe the movement of the Earth and other planets relative to the sun in the solar system
		use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	describe the movement of the moon relative to the Earth
		demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda		use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Year Six				
Living things and their habitats	Animals, including humans	Light	Electricity	Evolution/Inheritance
describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	recognise that light appears to travel in straight lines	associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
give reasons for classifying plants and animals based on specific characteristics	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	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 use the idea that light travels in straight lines to	compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers	recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth

		explain why shadows have the same shape as the objects that cast them	and the on/off position of switches	millions of years ago
	describe the ways in which nutrients and water are transported within animals, including humans	explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	use recognised symbols when representing a simple circuit in a diagram	identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

PE (EYFS - Physical Development)

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

PE – Gymnastics

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
To explore shapes and movement	FS Profile Moving and handling ELG 04: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively	Move confidently and safely in their own and general space, using change of speed and direction Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision	Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements Develop the range of actions, body shapes and balances they include in a performance	Perform actions, shapes and balances consistently and fluently in specific activities Combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas
To compose a sequence		Copy or create and link movement phrases with beginnings, middles and ends Choose, use and vary simple compositional ideas in the sequences they create and perform	Create gymnastic sequences that meet a theme or set of conditions, and include changes in speed, level and direction.	Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles
To evaluate and improve performance		Watch, copy and describe what others are doing Recognise good quality in performance Use information to improve their work	Identify the parts of a performance that need improving Use what they have learned to improve their work Explain their ideas and plans Recognise aspects of their work which need improving	Choose and use information to evaluate their own and others' work Suggest improvements in their own performances Develop their ability to evaluate their own and others' work, and to suggest ways to improve it

			Suggest practices to improve their play	
To understand how to stay safe when exercising	Avoid dangerous places and equipment.	Know how to carry and place equipment Lift, move and place equipment safely	Lift, move and place equipment safely with increased independence Make decisions about where to place equipment	Carry out a safety check before performing, including apparatus. Carry out warm ups safely and effectively
To understand fitness and health	FS Profile Health and self-care ELG 05: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Recognise how their body feels when still and when exercising Recognise and describe what their bodies feel like during different types of activity	Recognise and describe the short term effects of exercise on the body during different activities Know the importance of suppleness and strength	Know and understand the basic principles of warming up and why it is important for good quality performance Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves

PE - Dance

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
To acquire and develop dance skills	Move with control and coordination. Show awareness of space, of themselves and of others.	Explore movement ideas and respond imaginatively to a range of stimuli Move confidently and safely in their own and general space, using changes of speed, level and direction Explore movement patterns, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance	Improvise freely on their own and with a partner, translating ideas from a stimulus into movement Explore and create characters and narratives in response to a range of stimuli	Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group Explore, improvise and combine movement ideas fluently and effectively
To select and apply appropriate skills and compositional ideas in dance	Move with confidence, imagination and in safety.	Compose and link movement to make simple dances with clear beginnings, middles and ends Compose and perform movement patterns and short dances that express and communicate moods, ideas and feelings	Create and link dance phrases with rhythmic, dynamic and expressive qualities, using a simple dance structure or motif Use simple choreographic principles to create motifs and narrative	Perform dances expressively, using a range of performance skills Create and structure motifs, phrases, sections and whole dances

To evaluate and improve dance performance		Talk about dance ideas inspired by different stimuli Watch and describe movement patterns and use what they learn to improve their own work	Describe and evaluate some of the compositional features of dances performed with a partner and in a group	Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context Understand how a dance is formed and performed
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PE - Games

	EYFS	Key Stage 1	Lower Key stage 2	Upper Key Stage 2
To acquire and develop games skills	Show awareness of space, of themselves and of others.	Explore and use skills, actions and ideas individually and in combination to suit the game they are playing Join in games involving throwing and catching Improve the way they coordinate and control their bodies and a range of equipment Remember, repeat and link combinations of skills, including those for attacking and defending	Consolidate and improve the quality of their techniques and their ability to link movements Develop the range and consistency of their skills in all games Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Develop a broader range of techniques and skills for attacking and defending Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
To select and apply skills and tactics		Choose and use skills effectively for particular games Begin to explore simple tactics for attacking and defending Choose, use and simple tactics for attacking and defending	Improve their ability to choose and use simple tactics and strategies Keep, adapt and make rules for striking and fielding games. Use and adapt tactics in different situations	Understand, choose and apply a range of tactics and strategies for defence and attack Use these tactics and strategies more consistently in similar games

PE - Athletics

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
To acquire and develop athletic skills	Experiment with different ways of moving.	Try a range of throwing, jumping and running events Improve the way they coordinate and control their bodies and a range of equipment	Consolidate and improve the quality of the techniques they use for different events Develop consistency in their skills	Consolidate and improve the quality, range and consistency of the techniques they use for a range of events Choose the appropriate technique for specific events.

PE - Swimming

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.

Art and design (EYFS - Expressive Arts and Design)

Purpose of study:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims:

Focus	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Explore and develop ideas	Respond in a variety of ways to what they see, hear, smell, touch and feel. FS Profile Being imaginative ELG 17: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Exploring and using media and materials ELG 16: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Record and explore ideas from first hand observation, experience and imagination. Explore differences and similarities in art from different times and cultures	Record in a sketch book, from first hand observation, experience and imagination, and explore ideas for different purposes. Investigate art, craft and design in the locality and in variety of genres, styles and traditions. Learn about great artists, architects and designers in history.	Select and record in a sketch book, from first hand observation, experience and imagination, and explore ideas for different purposes. Explore purposes and audiences of artists, architects, craftspeople and designers working in different times and cultures
Communicate	Express and communicate their ideas, thoughts and feelings by using a widening range of materials and suitable tools	Ask and answer questions about starting points for work	Question and make observations about starting points and select ideas to use in their work. Generate simple success criteria for finished work	Question and make thoughtful observations about starting points, select ideas and processes to use in their work Generate detailed success criteria for finished work

Investigate and make	Drawing and painting	Explore colour, texture, shape, form and space	Use a variety of tools and techniques to develop and share ideas, experience and imagination Mix primary colours to create a range of secondary colours, shades and tones Experiment with different effects and textures	Use different media to achieve variations in line, texture, tone, colour, shape and pattern. For example, pencil, charcoal, paint. Mix a variety of colours and know which primary colours make secondary colours Explore relationships between line and tone, pattern and shape and line and texture Make and match colours with increasing accuracy Use specific colour vocabulary e.g. tint, hue, tone, shade Create different effects and textures with paint	Explore the potential properties of the visual elements; line, tone, pattern, texture, colour and shape. For example, pencil, charcoal, paint. Demonstrate a secure knowledge of primary and secondary, warm and cold, complementary and contrasting colours Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape Create shades and tints using black and white Show an awareness of composition and how paintings are created
	Printing	Make a simple print	Use a variety of printing techniques with patterns of increasing complexity and repetition	Print using a variety of different materials including layering Select broadly the materials to print with Explore other types of printing including marbling, silkscreen and coldwater paste	Choose the printing method appropriate to the task Build up layers, colours and textures Be confident with printing of paper and fabric
	3D form	Build and construct with a wide range of objects	Manipulate clay for a variety of different purposes Build a textured relief tile Experiment with constructing and joining recycled, natural and man-made materials	Join clay competently Make models using range of different techniques and materials including mod-roc, papier mache, modelling clay, wire, etc	Know the different qualities involved in modelling, sculpture and construction Create sculpture and constructions with increasing independence using a range of materials appropriate to the task.
Evaluate	Adapt work where necessary	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work.	Annotate work in sketchbook. Compare ideas, methods and approaches in their own and others' work and evaluate using simple success criteria Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook	Compare ideas, methods and approaches in their own and others' work and evaluate using detailed success criteria Be expressive and analytical to adapt, extend and justify their work Annotate ideas in sketchbook	

Music (EYFS - Expressive Arts and Design)

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Key Skill	Focus	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
To control sounds through singing and playing – performing skills	Singing songs	Sing simple songs from memory.	Use voices expressively and creatively by singing songs and speaking chants and rhymes	Sing in tune with awareness of pitch. Perform in solo and ensemble contexts using their voice with increasing control. Begin to sight sing using musical notation	Identify phrases through breathing in appropriate places. Perform in solo and ensemble contexts using their voice with increasing accuracy, control, fluency and expression Read musical notation to sight sing.
	Playing Instruments	Explore different instruments FS Profile Exploring and using media and materials ELG 16: Children sing songs, make music and dance, and experiment with ways of changing them.	Play tuned and untuned instruments musically. Perform in a group and follow instructions that combine musical elements.	Perform in solo and ensemble contexts using instruments with increasing accuracy. Begin to understand staff and other musical notations Show awareness of expressive elements. E.g. timbre, tempo, dynamics.	Identify and control the different ways percussion instruments make sounds. Play accompaniments, perform in solo and ensemble contexts using instruments with increasing accuracy, control, fluency and expression Understand and use staff and other musical notation Show increasing awareness of expressive elements. E.g. timbre, tempo, dynamics.
To create and develop musical ideas – composing skills	Create musical patterns. Explore, choose and organise sounds and musical ideas.	Recognise patterns of sound. Explore how sounds can be changed.	Explore movement of pitch and rhythm. Experiment with, create, select and combine sounds using the inter-related dimensions of music	Choose instruments on the basis of internalised sounds. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Choose instruments on the basis of internalised sounds. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Begin to identify and use elements to develop mood in their music making.
To develop an understanding and appreciation of music		Listen to different types of music and comment on their preferences	Listen with concentration and understanding to a range of high-quality live and recorded music	Listen with attention to detail and recall sounds with increasing aural memory, Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.	

Design and technology

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Design and Technology

	Key Stage 1	Key Stage 2
Design	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Make	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Evaluate	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world
Technical Knowledge	Build structures, exploring how they can be made stronger, stiffer and more stable	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.
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Geography (EYFS - Understanding the World)

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

	EYFS	Key Stage 1	Key Stage 2
Location knowledge	FS Profile The world ELG 14: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

	explain why some things occur, and talk about changes.		
Place knowledge		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and physical geography		<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills and fieldwork		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

History (EYFS - Understanding the World)

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Content within square brackets is non-statutory

	EYFS	Key Stage 1	Key Stage 2
Subject content	<p>FS Profile People and communities ELG 13: Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>
Pupils should be		<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national 	<p>Changes in Britain from the Stone Age to the Iron Age <i>[This could include:</i></p> <ul style="list-style-type: none"> • <i>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i>

<p>taught:</p>		<p>life</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • <i>Bronze Age religion, technology and travel, for example, Stonehenge</i> • <i>Iron Age hill forts: tribal kingdoms, farming, art and culture]</i> <p>The Roman Empire and its impact on Britain <i>[This could include:</i></p> <ul style="list-style-type: none"> • <i>Julius Caesar's attempted invasion in 55-54 BC</i> • <i>The Roman Empire by AD 42 and the power of its army</i> • <i>Successful invasion by Claudius and conquest, including Hadrian's Wall</i> • <i>British resistance, for example, Boudica</i> • <i>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity]</i> <p>Britain's settlement by Anglo-Saxons and Scots <i>[This could include:</i></p> <ul style="list-style-type: none"> • <i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i> • <i>Scots invasions from Ireland to north Britain (now Scotland)</i> • <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i> • <i>Anglo-Saxon art and culture</i> • <i>Christian conversion – Canterbury, Iona and Lindisfarne]</i> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>[This could include:</i></p> <ul style="list-style-type: none"> • <i>Viking raids and invasion</i> • <i>Resistance by Alfred the Great and Athelstan, first king of England</i> • <i>Further Viking invasions and Danegeld</i> • <i>Anglo-Saxon laws and justice</i> • <i>Edward the Confessor and his death in 1066]</i> <p>A local history study <i>[This could include:</i></p> <ul style="list-style-type: none"> • <i>A depth study linked to one of the British areas of study listed above</i> • <i>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i> • <i>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.]</i> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>[This could include:</i></p> <ul style="list-style-type: none"> • <i>The changing power of monarchs using case studies such as John, Anne and Victoria</i> • <i>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</i> • <i>The legacy of Greek or Roman culture (art, architecture or literature) on later</i>
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			<p><i>periods in British history, including the present day</i></p> <ul style="list-style-type: none"> • <i>A significant turning point in British history, for example, the first railways or the Battle of Britain]</i> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
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Languages (Key Stage 2 only)

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Key Stage 2		
Subject content	<p>Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.</p> <p>The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p>	
	Lower Key Stage 2	Upper Key Stage 2
Pupils should be taught to:	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • appreciate stories, songs, poems 	<ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to

	and rhymes in the language	English.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AT1: Learning about religion and belief							
To have an awareness of a range of beliefs	Have an awareness of, and an interest in, cultural and religious differences.	Explore a range of stories which include some religious beliefs/ideas.	Discuss the meanings of stories which include some religious beliefs/ideas.	Reflect on the meaning of stories which include some religious beliefs/ideas.	Explore similarities and differences of stories with some religious beliefs/ideas.	Compare some religious beliefs/ideas.	Describe the significance of religious beliefs to believers.
To understand different practices and ways of life	Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect.	Explore selected features of religions.	Recognise selected features of religion.	Investigate and suggest meanings for selected features of religion.	Compare selected features of different religions looking for differences and similarities.	Investigate the significance and impact of religion and belief in different communities.	Express own ideas about the significance and impact of religion and belief in different communities.
To understand the meaning behind religious expression	Gain an awareness of the cultures and beliefs of others.	Explore religious symbols and their meanings.	Identify and suggest meanings for religious symbols and actions.	Describe how symbols and actions are used to express religious and other beliefs.	Explore a range of examples of religious expression and the religious beliefs/ideas and feelings that underlie them.	Compare on the meaning of a range of forms of religious expression.	Explain why a range of religious expression is important in religion.
AT2: Learning from religion and belief							
To reflect upon different identities, diversities and ways of belonging	Feel a sense of belonging to own community and place.	Explore different groups that we belong to.	Explore different groups that people belong to, including religious aspects.	Recognise that people can have different identities, beliefs and practices and different ways of belonging.	Reflect on what it means to belong to different communities.	Reflect on the challenges of belonging and commitment both in their own lives and within religions and beliefs.	Ask a range of questions about people's identity/personality/experience and their demonstrated qualities and suggest appropriate answers.
To reflect upon questions of meaning, purpose and truth	Begin to know about their cultures and beliefs and those of other people.	Respond, in the light of their own experiences and thoughts, to stories or pictures which may cause people to wonder/question.	Identify aspects of life which may cause people, including people with faith commitments, to wonder and question.	Investigate questions of meaning and purpose in life arising from learning about religion and belief.	Compare ideas, including their own, about different questions of meaning and purpose in life arising from learning about religion and belief.	Describe and begin to understand religious responses to ultimate and ethical questions.	Ask and suggest answers to their and each other's questions raised by religion and belief.

<p>To reflect upon questions of values and commitments</p>	<p>Begin to know about their cultures and beliefs and those of other people.</p>	<p>Identify what is of value and concern to themselves and give a reason.</p>	<p>Identify what is of value and concern to others, including people with a faith commitment, and suggest reasons for their importance.</p>	<p>Make links between values and commitments, including religious values and commitments.</p>	<p>Investigate how religious values affect the lives of believers, expressing questions that arise and sharing opinions.</p>	<p>Analyse how religious values affect the lives of believers, expressing questions that arise and sharing opinions.</p>	<p>Ask a range of questions about choices and decisions and suggest what moral implications may be involved.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To have confidence and take responsibility for making the most of your abilities	<p>Maintain attention, concentrate and sit quietly when appropriate</p> <p>Be confident to try new activities, initiate ideas and speak in a familiar group</p> <p>Continue to be excited, interested and motivated to learn.</p> <p>Respond to significant experiences, showing a range of feeling when appropriate.</p>	<p>Take and share responsibility, for example, for their own behaviour</p> <p>Recognise what they like and dislike, what is fair and unfair, and what is right and wrong</p>	<p>Understand the difference between thinking and compulsive behaviour</p> <p>Share their opinions on things that matter to them</p> <p>Recognise name and deal with their feelings in a positive way</p> <p>Reflect on and evaluate their own experiences to set simple goals</p>	<p>Be able to talk about their views on issues the effect themselves and their class</p> <p>Beginning to recognise their worth as individuals by identifying positive things about themselves and their achievements</p> <p>Identify the range of jobs carried out by people they know</p> <p>Able to face new challenges positively and know when to seek help</p>	<p>Beginning to make responsible choices and consider consequences</p> <p>Able to explain views that affect the school environment</p> <p>Able to reflect on mistakes and make amends</p> <p>Identify the range of skills needed in different jobs</p>	<p>Actions are based on responsible choices</p> <p>Can talk, write and explain their views on issues that affect the wider environment</p> <p>Identify the needs of the wider community and their roles and responsibilities</p> <p>Reflect on and evaluate their own experiences and set personal goals</p> <p>Can identify the skills they need to develop and contribute in the future</p>	<p>Take action based on responsible choices</p> <p>Talk, write and explain their views on issues that affect the global environment</p> <p>Has strategies to deal with their emotions in a positive way</p> <p>Can identify the needs of the wider community and their role and responsibilities</p> <p>Able to manage money and recognise the importance of saving</p>
To play an active role as a citizen.	<p>Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</p> <p>Understand what is right, what is wrong, and why.</p> <p>Consider the consequences of their words and actions for themselves and others.</p> <p>Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously</p>	<p>Realise that people and other living things have needs</p> <p>Know how to apologise and make amends</p> <p>Make classroom rules and follow them</p> <p>Continue to develop empathy for others</p> <p>Contribute to Develop understanding of groups they belong to the life of the class and school</p>	<p>Begin to understand they have more responsibilities to meet the needs of living things and what harms their local, natural and built environments</p> <p>Recognise the difference between right and wrong and be able to make I statements instead of blaming others</p> <p>Identify different choices they can make</p> <p>Listen and respond in group discussions and express own views with increasing confidence</p> <p>Participate in a simple debate about school issues</p>	<p>Knows when to compromise</p> <p>Value contributions of others in discussion</p> <p>Beginning to develop negotiating strategies</p> <p>Participates in making and changing rules</p>	<p>Identify reasons why rules are needed and why there are consequences when rules are broken</p> <p>Can distinguish between accidental and deliberate actions</p> <p>Values the contributions of others in discussion</p> <p>Able to take part in small discussions about community issues</p> <p>Understand that there are responsibilities as well as rights</p>	<p>Understand that there are consequences when laws are broken</p> <p>Lead discussions and debates about wider issues</p> <p>Understand why and how laws are made and enforced</p> <p>Resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>Identify the bias in media reporting</p> <p>Participate in decision making related to school issues</p> <p>Responsibilities as members</p>	<p>Understands the consequence of anti-social and aggressive behaviour</p> <p>Adopt different roles and responsibilities during discussions and debates</p> <p>Understands what democracy is and the institutions that support it locally and nationally</p> <p>Recognise the role of voluntary, community and pressure groups</p> <p>Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the United Kingdom</p>

<p>To make healthy and safe lifestyle choices</p>	<p>Dress and undress independently and manage their own personal hygiene.</p> <p>Select and use activities and resources independently.</p>	<p>Identify the main parts of the body</p> <p>Begin to maintain personal hygiene</p> <p>Begin to understand that certain actions spread diseases</p> <p>Begin to make simple choices that improve their health and well being</p>	<p>Maintain personal hygiene</p> <p>Understand that certain actions spread disease</p> <p>Make simple choices that improve their health and wellbeing</p> <p>Understand rules for keeping safe in the environment (roads, railways, people, fire,)</p>	<p>Can follow simple, safe routines to reduce the spread of bacteria/ viruses</p> <p>Beginning to make informed choices (food, exercise, lifestyle)</p>	<p>Can behave safely and responsibly in different situations</p> <p>Has strategies to cope with risky situations</p> <p>Able to follow school rules about health and safety, basic emergency aid procedures and where to get help</p>	<p>Know that drugs can be legal/illegal and that they have effects and risks</p> <p>Makes choices and decisions about issues affecting their health and well being</p> <p>Understand how the body changes during puberty</p> <p>Able to behave responsibly in a variety of situations</p> <p>Has developed sensible rules for road use</p>	<p>Can follow simple, safe routines to reduce the spread of bacteria and vi</p> <p>Recognise the different risks in different situations ruses that affect health</p> <p>Use basic techniques to resist peer pressure to behave in an unacceptable or risky way</p> <p>Can judge what kind of physical contact is acceptable or unacceptable</p>
<p>To develop good relationships and respect the differences between people</p>	<p>Have a developing respect for their own culture and beliefs and those of other people.</p> <p>Form good relationships with adults and peers</p> <p>Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect.</p> <p>Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p>	<p>Listen to other people, and play and work co-operatively</p> <p>Develop a caring attitude towards family, friends and each other</p> <p>Greet and talk with adults</p> <p>Develop positive relationships through work and play</p> <p>Be able to ask for help from an 'appropriate' adult</p>	<p>Recognise how their behaviour affects other people</p> <p>Identify and respect the differences and similarities between people</p> <p>Understand there are different types of bullying, that it is wrong, and how to get help to deal with bullying</p> <p>Consider social and moral dilemmas that they come across in everyday</p>	<p>Understand that their actions affect themselves and others</p> <p>Understands differences and similarities between people</p> <p>Can empathise with another viewpoint</p>	<p>Understand the nature and consequences of negative behaviour</p> <p>Can identify strategies to respond to negative behaviour constructively and ask for help</p> <p>Can empathise with the lives of people living in other places and times, and people with different values and customs</p>	<p>Able to recognise and challenge stereotypes</p> <p>Understands that there are different types of relationships</p>	<p>Continue to greet and talk with a wider range of adults</p> <p>Continue to develop relationships through work and play</p> <p>Consider social and moral dilemmas that they come across in life</p> <p>Identify how to find information and advice through help lines</p>