

Duncombe Primary Curriculum Progression Map

Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>English</p> <p>By the end of the year, children should be able to:</p>	<p>Reading</p>	<ul style="list-style-type: none"> - know at least 40 phonic sounds. - Read accurately by blending sounds. - Read words with very common suffixes. - Read contractions & understand purpose. - Read phonics books aloud. - Link reading to own experiences. - Join in with predictable phrases. - Discuss title & events. - Make simple predictions. <p>Home reading</p> <ul style="list-style-type: none"> - Take home two colour banded books each week and re-read, reading for 10mins each day. 	<ul style="list-style-type: none"> - Know all phonics sounds. - Read most words accurately without sounding out and blending. - Check they have understood what they've read. - Read common suffixes. - Read and re-read phonic decodable books. - Read common 'exception' words - Discuss & express views about fiction, non-fiction & poetry - Become familiar with and retell stories. - Ask & answer questions. - Make sensible predictions based on evidence. - Begin to make inferences. <p>Home reading</p> <ul style="list-style-type: none"> - Take home two colour banded books each week and re-read, reading for 15mins each day. 	<ul style="list-style-type: none"> - Understand that not all words follow phonic rules. - Read a range of fiction and non-fiction. - Use dictionaries to check the meaning of words. - Prepare poems & plays to perform. - Check they understand what they read. - Make inferences & make predictions - Retrieve & record information from non-fiction books. - Discuss reading with others . -Make links with other books they've read. <p>Home reading</p> <ul style="list-style-type: none"> Take home a book at the correct level (using AR levels where possible) and read for 20 minutes. 	<ul style="list-style-type: none"> - Secure decoding of unfamiliar words - Start to use root words to work out the meaning of unfamiliar words. - Read for a range of purposes - Retell some stories orally - Discuss words & phrases that capture the imagination - Identify themes & conventions - Retrieve & record information - Make inferences & justify predictions based on evidence - Recognise a variety of forms of poetry - Identify & summarise ideas from more than one paragraph. <p>Home reading</p> <ul style="list-style-type: none"> Take home a book at the correct level (using AR levels where possible) and read for 30 minutes. 	<ul style="list-style-type: none"> - Use knowledge of root words when reading new words . -Understand what they read by checking the books makes sense and exploring the meaning of new words. - Read & discuss a broad range of genres & texts including books from other cultures and traditions. -Make comparisons within books. - Identifying & discussing themes of books - recommend books to others giving reasons for their choices. - Learn a number of poems. - Make inferences & make predictions on character's feelings, thoughts and motives and justify these. - Discuss authors' use of language and how it impacts on the reader. - Retrieve & present information from non-fiction texts. - Know the difference between statements of fact and opinion. <p>Home reading</p> <ul style="list-style-type: none"> Take home a book at the correct level (using AR levels where possible) and read for 30-40 minutes. 	<ul style="list-style-type: none"> Read a broad range of genres including books from literary heritage including whole novels. -Read aloud with confidence and fluently. - Make comparisons within and across books - Make inferences using knowledge of more sophisticated vocabulary and support these inferences with evidence. - Summarising key points from texts and identifying key details that support the main ideas. - Identify how language,structure and presentation contribute to meaning. - Discuss the use of language, including figurative and its impact on the reader - Learn a wide range of poetry. <p>Home reading</p> <ul style="list-style-type: none"> Take home a book at the correct level (using AR levels where possible) and read for 30-40 minutes.

						read for 30-40 minutes.	
Writing	<p><u>Transcription</u></p> <ul style="list-style-type: none"> - Form lower case letters correctly. - Form capital letters & digits. - Leave spaces between words. <p><u>Composition</u></p> <ul style="list-style-type: none"> - Compose sentences orally before writing - Read own writing to peers or teachers - Write a sequence of sentences with a full stops and capital letters. 	<p><u>Transcription</u></p> <ul style="list-style-type: none"> - Use appropriate sized letters, begin to join and use spaces in between. <p><u>Composition</u></p> <ul style="list-style-type: none"> - Develop a positive attitude & stamina for writing. - Begin to plan ideas for writing. - Write and sequence pieces coherently. - Make simple additions & changes after checking work. - Use expanded noun phrases. - Use conjunctions. 	<p><u>Transcription</u></p> <ul style="list-style-type: none"> - Use neat joined writing with finger spaces and letters of the correct size. <p><u>Composition</u></p> <ul style="list-style-type: none"> - Write simple dictated sentences. - Use paragraphs. - Plan to write based on models. - Rehearse sentences orally for writing - Use varied rich vocabulary. - Create simple settings & plot. - Assess effectiveness of own and others' writing. - Use 'a' and 'an' correctly - Use a range of conjunction and sentence openers to express time. 	<p><u>Transcription</u></p> <ul style="list-style-type: none"> - Use neat joined writing with finger spaces and letters of the correct size. <p><u>Composition</u></p> <ul style="list-style-type: none"> - Plan writing based on models. - Use paragraphs. - Use fronted adverbials - Use subheadings and bullet points - Proof-read for spelling & punctuation errors including apostrophes, speech and commas. - Evaluate own and others' writing and make improvements. - Read own writing aloud. - Use cohesive devices such as pronouns to avoid repetition. 	<p><u>Transcription</u></p> <ul style="list-style-type: none"> - Use neat joined writing with finger spaces and letters of the correct size. <p><u>Composition</u></p> <ul style="list-style-type: none"> - Use a thesaurus - Plan writing to suit audience & purpose - Develop character, setting and atmosphere in a narrative. - Use dialogue to show what characters are like. - Use organisational & presentational features to structure texts and guide the reader. - Use consistent appropriate tense. - Proof-read for spelling & punctuation errors. - Evaluate work to make improvements to enhance the impact on the reader. - Perform own compositions - Distinguish between the language of speech and writing. - Build cohesion within and across paragraphs using a range of sentence openers 	<p><u>Transcription</u></p> <ul style="list-style-type: none"> - Use neat joined writing with finger spaces and letters of the correct size. <ul style="list-style-type: none"> - Use knowledge of morphology & etymology in spelling - Plan writing to suit audience & purpose thinking about vocabulary and register and the impact on the reader. - Use dialogue to show what characters are like and advance the action - Use books that they've read to influence and inform their writing. - Develop character, setting and atmosphere in narratives - Select grammar & vocabulary for effect such as passive verbs and modals. - Use a wide range of cohesive devices such as repetition, pronouns, conjunctions and adverbials. - Ensure grammatical consistency including tense, formality and standard English. - Evaluate their own and others work to make improvements to enhance the impact on the reader. 	

	Grammar, punctuation and spelling	<ul style="list-style-type: none"> - Name letters of the alphabet - Spell some common 'exception' words - Spell days of the week - Use very common prefixes & suffixes - Use known phonics to attempt to spell new words. - Begin to use basic punctuation: . ?! - Use capital letters for proper nouns. - Use common plural & verb suffixes 	<ul style="list-style-type: none"> - Spell by segmenting into phonemes. - Spell many spell common 'exception' words. - Spell using common suffixes. - Use capital letters, full stops, question marks, exclamation marks and commas in a list. - Use expanded noun phrases - Use present and past tense mostly correctly. 	<ul style="list-style-type: none"> - Use all punctuation taught in previous year groups correctly. - Use prefixes & suffixes in spelling. - Use dictionary to confirm spellings. - Spell some homophones correctly. - Spell words which are often misspelt. - Use speech marks mostly accurately. 	<ul style="list-style-type: none"> - Use all punctuation taught in previous year groups correctly. - Correctly spell common homophones. - Use speech marks accurately. - Use apostrophes for possession. - Use commas to separate clauses. 	<ul style="list-style-type: none"> - Use all punctuation taught in previous year groups correctly. - Spell many homophones, prefixes and silent letters. - Know that the spelling of some words must be learnt specifically. - Use commas to clarify meaning or avoid ambiguity. 	<ul style="list-style-type: none"> - Use the full range of punctuation taught at KS2. - Use the perfect form of verbs - expanded noun phrases -
	Speaking and listening	<ul style="list-style-type: none"> - Listen & respond appropriately - Ask relevant questions - Maintain attention & participate - Learn a poem by heart 	<ul style="list-style-type: none"> - Explain opinions using 'because'. - Respond to ideas and volunteer their own. - Ask questions to improve understanding. 	<ul style="list-style-type: none"> - Explain and justify opinions. - Speak clearly when presenting to the class. - Perform poetry and plays showing basic understanding of volume and intonation. - Present findings of investigations to the class. - recognise standard English. 	<ul style="list-style-type: none"> - Explain opinions in discussion with others. - Speak audibly in Standard English - Gain, maintain & monitor interest of listeners. - Perform poetry and plays with volume, intonation, tone and action. - Ask reasoned questions to understand a text. - Give presentations using some technical language. - recognise standard English and correct their use of it. 	<ul style="list-style-type: none"> Formal presentations & debates. Children should give their views and challenge the views of others. Give well-structured explanations - use Standard English confidently. - Consider & evaluate different viewpoints - Use appropriate register 	<ul style="list-style-type: none"> - Give formal presentations and have debates. Children should give their views and challenge the views of others with clear reasoning. - Confidently perform own compositions using appropriate intonation and movement so meaning is clear. - Use spoken language to speculate, hypothesise and explore. - Use appropriate register & language - Asking for clarification when necessary. - have a command of standard English
Maths	Place value	<ul style="list-style-type: none"> Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. 	<ul style="list-style-type: none"> Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including 	<ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order 	<ul style="list-style-type: none"> Find 1000 more or less than a given number. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000 Identify, represent and 	<ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers 	<ul style="list-style-type: none"> Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across

		<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>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. 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>Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. 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. Count in multiples of twos, fives and tens</p> <p>Count to and across 100, forwards and backwards,</p>	<p>the number line. Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</p>	<p>numbers up to 1000 Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100</p>	<p>estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count backwards through zero to include negative numbers. 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>in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p>zero. Solve number and practical problems that involve all of the above</p>
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		beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.						
Calculation	<p>Represent and use number bonds and related subtraction facts within 10 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p>Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including</p>	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship	Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.	Recall and use multiplication and division facts for multiplication tables up to 12×12 . Count in multiples of 6, 7, 9, 25 and 1000 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Solve problems involving multiplying and adding, including using the	Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and	Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use

		<p>zero. 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>Count in multiples of twos, fives and tens. 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>between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs. Solve problems involving</p>	<p>multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</p>	<p>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>Recall and use multiplication and division facts for multiplication tables up to 12×12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two digit and three digit numbers by a one digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>cube numbers and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. 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. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p>	<p>their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</p>
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			<p>multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>				
Fractions, decimals and percentages	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</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 for example, $\frac{1}{2}$ 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 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems that involve all of the above.</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] Solve problems that involve all of the above.</p>	<p>Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 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. Add and subtract fractions with the same denominator.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$] Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 Generate and describe linear number sequences (with fractions) Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] Divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $\frac{3}{8}$] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p>	

					<p>Convert between different units of measure [for example, kilometre to metre]</p> <p>Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>	<p>Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. 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 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p> <p>Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>	<p>Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.</p>
Geometry and Measure	Recognise and name common 2-D shapes, including: (for example,	Recognise and use symbols for pounds (£) and pence (p); combine	Add and subtract amounts of money to give change, using both £ and p in	Measure and calculate the perimeter of a rectilinear figure (including squares)	Measure and calculate the perimeter of composite rectilinear shapes in cm	Describe positions on the full coordinate grid (all four quadrants). Draw and	

		<p>rectangles (including squares), circles and triangles) Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</p> <p>Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns</p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>Sequence events in chronological order using language [for example, before and after, next,</p>	<p>amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass</p>	<p>practical contexts.</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes.</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. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks].</p> <p>Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and</p>	<p>in centimetres and metres Convert between different units of measure [for example, kilometre to metre]</p> <p>Find the area of rectilinear shapes by counting squares.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple problems involving fractions and decimals to two decimal places.</p> <p>Convert between different units of measure [for example, kilometre to metre; hour to minute] Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with</p>	<p>and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm², m² estimate the area of irregular shapes.</p> <p>Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (o) Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and ½ a turn (total 180o) other multiples of 90o</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p>Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml] Understand and use</p>	<p>translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. 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. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³)</p> <p>Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals</p>
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		<p>first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)</p>	<p>(kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p>Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Order and arrange combinations of mathematical objects in patterns and sequences</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. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales,</p>	<p>parallel lines. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p>	<p>respect to a specific line of symmetry.</p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p>	<p>approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time.</p> <p>Estimate volume [for example using 1cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] Use all four operations to solve problems involving measure.</p>	<p>and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>
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			thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$				
	Statistics			Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.	Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.
	Algebra And Ratio						Use simple formulae Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables. 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 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.

Science	Biology	Animals including humans	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.</p>	<p>Notice that animals, including humans, have offspring, which grow into adults.</p> <p>Describe the basic needs of animals, including humans for survival (water, food and air).</p> <p>Describe the importance for humans to exercise, eat the right amount of different types of food and hygiene.</p>	<p>Identify that animals, including humans, need the right type and amount of nutrition, and that they cannot make their own food; they get nutrition from food they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Describe the simple functions of basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Describe the changes as humans develop into old age.</p>	<p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their body functions.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>
		Living things and their habitats	<p>Explore and compare the different things that are living, dead and things that have never been alive.</p> <p>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.</p>	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers</p>	<p>Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>		

			<p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>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.</p>		to living things.		
	Plants	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</p>	<p>Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirement of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they carry from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the parts that flower play in the life cycle of flowering plants, including pollinations, seed formation and seed dispersal.</p>			
	Evolution and Inheritance						Recognise that living things have changed over time and that fossils provide information about

		nce						<p>living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
Chemistry	Materials	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of everyday materials.</p> <p>Compare and group</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Compare how things move on different surfaces and notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of</p>	<p>Compare and group materials together, according to whether they are solids, liquids and gasses.</p> <p>Observe that some materials change state when they are heated or cooled, and measure research the temperature at which this happens in degrees Celsius.</p> <p>Identify the part played by</p>	<p>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.</p> <p>Know that some materials will dissolve in liquids to form a solution and describe how to recover a substance from a solution.</p>		

			<p>together a variety of everyday materials on the basis of their simple physical properties.</p>		<p>everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles and predict whether two magnets will attract or repel each other, depending on which poles they are facing.</p>	<p>evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Use knowledge of solids, liquids and gasses to decide how a mixture might be separated including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that a dissolving, mixing and changes of state are reversible changes.</p> <p>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 soda.</p>	
		Rocks			<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rocks.</p> <p>Recognise that soils are made from rocks and</p>			

					organic matter.			
Physics	Electricity					<p>Identify common appliances that run on electricity.</p> <p>Construct simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not a lamp is part of a complete loop with a battery.</p> <p>Recognise some common conductors and insulators, and associate metals with good conductors.</p>		<p>Associate the brightness of a lamp or the volume of a buzzer with the number of voltage cells used in the circuit.</p> <p>Compare and give reasons of variations in how components function including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>
	Light				<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light</p>		<p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels on straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes.</p>	

					<p>from a light source is blocked by a solid object.</p> <p>Find patters in the way that the size of shadows change.</p>			Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
		Sound				<p>Identify how sounds are made associating some of them with vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patters between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibration that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>		
		Earth and space	<p>Children will learn to observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies.</p> <p>Children will do leaf rubbings, count conkers</p>				<p>Describe the movement of the Earth and the other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as</p>	

			and create observational drawings.				approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	
		Forces			<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between 2 objects but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other depending on which poles are facing each other.</p>		<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller forces to have a greater effect.</p>	

	Experiences	Freightliners City Farm	Natural History Museum	Science Museum	Ecology Centre	Science Museum Planetarium	Natural History Museum
History		<p>Chronological understanding</p> <p>Place personal events and some objects in chronological order. Use words such as old, new, past, now, before and after.</p> <p>Knowledge and understanding</p> <p>Use words such as a long time ago, in the past, yesterday, tomorrow, in the future etc</p> <p>To start to recognise why things happened and what happened as a result</p> <p>Historical interpretation</p> <p>Identify some differences between ways of life and artefacts from different times. Know how artefacts were used.</p> <p>Compare different ways in which the past is represented e.g. two versions of an event in a book</p> <p>Start to look at different sources to find out about the past – pictures, photographs, artefacts, visitors and visitors from the art gallery</p>	<p>Chronological understanding</p> <p>Place a range of objects and events in chronological order</p> <p>Use common words and phrases relating to the passing of time – yesterday, tomorrow, in the future, in the past, present, ancient times.</p> <p>Knowledge and Understanding of events, people and places in the past</p> <p>Recognise and talk about why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times through role play, pictures, writing and discussion.</p> <p>Interpretation</p> <p>Use primary and secondary sources to identify different ways in which the past is represented e.g. video, pictures, internet, books etc</p> <p>Find out about the past from a range of sources</p>	<p>Chronological understanding</p> <p>Start to place events and people into correct periods of time</p> <p>Start to use vocabulary relating to the passing of time including BC, AD, century, modern and ancient</p> <p>Knowledge and understanding</p> <p>Know about the characteristic features of the period and society studied such as the experiences and beliefs of people from the past through drama, writing, pictures etc</p> <p>Know about the social diversity of the societies studied in Britain and the wider world</p> <p>To identify and describe why historical events occurred</p> <p>Describe the main events and changes within the period and society studied</p> <p>Interpretation</p>	<p>Chronological understanding</p> <p>Place events and people into correct periods of time</p> <p>Use vocabulary relating to the passing of time including BC, AD, century, modern and ancient, decade</p> <p>Knowledge and understanding</p> <p>Know about the characteristic features of the period and society studied such as the experiences and beliefs of people from the past through drama, writing, pictures, reading and research etc</p> <p>Know about the social and religious diversity of the societies studied in Britain and the wider world</p> <p>To identify and describe why historical events occurred and give reasons for them</p> <p>Describe the main events and changes within the period and society studied and look at the result of these events. Talk about similarities and differences.</p> <p>Interpretation</p>	<p>Chronological understanding</p> <p>Place events and people into correct periods of time. Start to recognise and give reasons for changes</p> <p>Use vocabulary relating to the passing of time including BC, AD, century, modern and ancient, decade, specific dates</p> <p>Knowledge and Understanding</p> <p>Know about the characteristic features of the period and society studied such as the experiences and beliefs of people from the past and start to examine the attitudes and motives through drama, writing, pictures, reading and research etc</p> <p>Know about the social, cultural and religious diversity of the societies studied in Britain and the wider world</p> <p>To identify and describe why historical situations and events occurred and give reasons for them</p> <p>Describe and start to make links between the main events and changes within the period and society</p>	<p>Chronological understanding</p> <p>Place events and people and changes into correct periods of time. Recognise and give reasons for changes</p> <p>Use vocabulary relating to the passing of time including BC, AD, century, modern and ancient, decade, specific dates</p> <p>Knowledge and understanding</p> <p>Know about the characteristic features of the period and society studied such as the experiences, beliefs and attitudes of people from the period being studied and start to examine the attitudes and motives through drama, writing, pictures, reading and research etc</p> <p>Know about the social, cultural, ethnicity and religious diversity of the societies studied in Britain and the wider world</p> <p>To identify and describe why historical situations and events occurred and give reasons for them and describe the results</p>

		<p>Start to ask and answer questions about the past. Find answers to historical questions asked by the teacher</p> <p>Organisation and communication</p> <p>Communicate what they have learned in different ways – pictures, ICT, writing, talking etc</p> <p>Recount and tell stories from the past</p>	<p>including video, historical buildings, artefacts, writing e.g. letters, ICT based resources, visitors</p> <p>Ask and answer questions about the past e.g. what is it? What was it used for? How do we know? Who would have used this?</p> <p>Organisation and communication</p> <p>Start to select from what they have learned and communicate in different ways such as writing, pictures, talking, ICT, group presentation, drama</p>	<p>Use primary and secondary sources to identify different ways in which the past is represented e.g. video, pictures, internet, books etc and begin to give reasons</p> <p>Enquiry</p> <p>Know how to find out about events, people and changes using research skills such as interpreting pictures, asking questions about artefacts and use sources such as books, internet etc</p> <p>Ask and answer questions – (what questions can we ask about this object to help us find out about it)? and start to select and record from information provided by the teacher</p> <p>Organisation and communication</p> <p>Start to recall, select and organise historical information provided by the teacher</p> <p>Use appropriate historical vocabulary to describe the period being studied e.g. the Egyptians</p> <p>Communicate their knowledge and understanding about the period being studied in a variety of ways – drama, ICT, writing e.g. through a group book, reporting,</p>	<p>Use primary and secondary sources to identify different ways in which the past is represented and why people have different opinions e.g. video, pictures, internet, books etc</p> <p>Enquiry</p> <p>Know how to find out about events, people and changes using research skills such as interpreting pictures, listening to music, asking questions about artefacts and using sources such as books, internet etc to answer specific questions</p> <p>Ask and answer questions – (what questions can we ask about this object to help us find out about it/ this situation)? and start to select and record from information provided by the teacher.</p> <p>Organisation and communication</p> <p>Start to recall, select and organise historical information and start to suggest where to find information</p> <p>Use appropriate historical vocabulary to describe the period being studied e.g. the Egyptians. Start to use dates</p>	<p>studied and look at the result of these events. Talk about similarities and differences.</p> <p>Interpretation</p> <p>Use primary and secondary sources to identify different ways in which the past is represented and interpreted by different people and why people have different opinions e.g. video, pictures, internet, books etc</p> <p>Interpretation</p> <p>Know how to find out about events, people and changes using research skills such as interpreting pictures, listening to music, asking questions about artefacts and using sources such as books, documents, internet etc to answer specific questions. Start to suggest their own areas of inquiry using independent research skills working as part of a group</p> <p>Enquiry</p> <p>Ask and answer questions – (what questions can we ask about this object to help us find out about it/ this situation)? and start to select and record from information from different</p>	<p>Describe and make links between the main events, situations and changes within the period and society studied and look at the result of these events. Identify similarities and differences. Demonstrate factual knowledge of increasing depth.</p> <p>Interpretation</p> <p>Use and evaluate primary and secondary sources to identify different ways in which the past is represented and interpreted by different people and societies and why people have different opinions e.g. video, pictures, internet, books etc. Give reasons to explain why people have different opinions. Use role play to describe this</p> <p>Enquiry</p> <p>Know how to find out about events, people and changes using research skills such as interpreting pictures, listening to music, asking questions about artefacts and using sources such as books, documents, internet etc to answer specific questions. Suggest their own areas of inquiry using independent research skills working independently and as part of a group</p>
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				presentation to another class	Communicate their knowledge and understanding about the period being studied in a variety of ways – drama, ICT,	sources including visits, books, video etc Organisation and Communication Start to recall, select and organise historical information and know where to find it Use appropriate historical vocabulary to describe the period being studied e.g. the Egyptians. Use dates appropriately Communicate their knowledge and understanding about the period being studied in a variety of ways – drama, ICT, presentation of extended study to parents/assembly etc	Ask and answer more complex questions – (what questions can we ask about this object/situation to help us find out about it)? and select and record from information from different sources including visits, books, video etc Organisation and communication Recall, select, combine and organise historical information and know where to find it and how to use it Use a wider historical vocabulary to describe the period being studied e.g. the Egyptians. Use dates accurately Communicate their knowledge and understanding about the period being studied in a variety of ways – drama, ICT, presentation of extended study e.g. link with high school
	Experiences						
Geography		Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Geographical enquiry and skills	Locational knowledge name and locate the world's seven continents and five oceans Geographical enquiry and skills Ask geographical questions e.g. where is, how far, why, what's it like,	Geographical enquiry and skills	<ul style="list-style-type: none"> Ask geographical questions e.g. What is this place like? How could it be better? How do we know? Start to collect and record evidence through photographs, simple graphs, drawings, surveys Begin to analyse evidence and start to draw conclusions such as land use in the town or local area 	Geographical enquiry and skills	<ul style="list-style-type: none"> Ask and answer geographical questions e.g. what is this place like? How could it be better? How do we know? How do people use this place? Collect and record evidence through photographs, graphs, drawings, surveys. Select an appropriate method Analyse evidence and draw conclusions such as population data

		<p>Start to ask geographical questions modelled by the teacher e.g. where is,</p> <p>Answer questions posed by the teacher</p> <p>Observe and record e.g. drawings, labelled diagrams, simple surveys, photographs, writing</p> <p>Start to express their own views about people, places and environments e.g. circle time, early debating skills, use a digital camera</p> <p>Begin to communicate in different ways – drawing, speaking, writing, model making, role play</p> <p>Knowledge and understanding of place Use some geographical vocabulary – road, near, far, hill etc</p> <p>Use some fieldwork skills e.g. route to school</p> <p>Recognise globes, maps and simple plans</p> <p>Start to use secondary sources as provided by the teacher– photographs, video, stories, pictures etc</p> <p>Make simple two and three dimensional maps and plans such as story maps, journey to school,</p>	<p>how do we know, how could it be better</p> <p>Observe and record e.g. drawings, labelled diagrams, simple surveys, photographs, writing, group and class presentation</p> <p>Express their own views about people, places and environments e.g. circle time, early debating skills, writing, pictures, use a digital camera</p> <p>Make choices about communicating in different ways – drawing, speaking, writing, model making, role play</p> <p>Knowledge and understanding of place Use geographical vocabulary – road, near, far, hill, north, south etc</p> <p>Use some more fieldwork skills e.g. make a route to school, use simple maps to plot the route to school</p> <p>Use globes, maps and simple plans to know where the UK is on the globe, recognise north and south poles. Introduce equator</p> <p>Start to use secondary sources as provided by the teacher– photographs, video, stories, pictures, basic research skills such as searching the contents</p>	<ul style="list-style-type: none"> Start to identify different views that people hold, including themselves about topical issues Communicate in ways appropriate to the task and audience e.g. displays, simple presentation to another class, writing, pictures etc Use appropriate geographical vocabulary - transport, climate, industry, features, hot, cold, east and west, compass Use appropriate fieldwork skills e.g. use the digital camera, make simple plans, labelled drawings Use globes, maps and atlases plans to identify particular places locally and globally Start to select from secondary sources provided by the teacher– photographs, video, stories, pictures, basic research skills such as searching the contents pages, the internet e.g. route finders, CD ROMs etc Begin to draw maps and plans introducing scale e.g. plan of the classroom Use ICT – CD ROMs, Internet, digital cameras, simple spreadsheets, video, whiteboard, audio Decision making skills – how to improve school environments, debates. <p>Knowledge and Understanding of places</p> <ul style="list-style-type: none"> Identify and describe what places are like in terms of weather, employment – where the bus station is, links with local companies. The location of places and environments and other significant places and environments Describe where places are using globes, atlases, maps etc Start to explain why places are like they are and begin to think about how it might change in the future e.g. how and why local places change, changes in the weather Describe how places are similar to and different from other places in the same country and elsewhere in the world Start to recognise how places fit in a wider geographical area e.g. Wednesbury within the West Midlands and within the UK 	<ul style="list-style-type: none"> Identify and explain different views that people hold, including themselves about topical issues Communicate in ways appropriate to the task and audience e.g. displays, simple presentation to another class, PowerPoint presentation, email, writing, pictures etc Use appropriate geographical vocabulary confidently and accurately Use appropriate fieldwork skills, techniques and instruments e.g. use the digital camera, make simple plans, labelled drawings, rain gauge etc Use globes, maps and atlases and plans at a range of scales to identify particular places locally and globally Use and find and select from secondary sources independently photographs, video, stories, pictures, basic research skills such as searching the contents pages, the internet e.g. route finders, CDroms etc Draw maps and plans at a range of scales and using appropriate symbols and keys Use ICT – CDroms, Internet, digital cameras, simple spreadsheets, video, whiteboard, audio, create a data file Decision making skills – decide what measures are needed to improve an environment. <p>Knowledge and Understanding of places</p> <ul style="list-style-type: none"> Identify and describe what places are like in terms of weather, employment – what kinds of jobs people do, where the bus station is, links with local companies, motorway The location of places and environments and other significant places and environments Describe where places are using globes, atlases, maps etc. Look at where towns, cities, hills are etc. Identify specific geographical features Start to explain why places are like they are and begin to think about how it might change in the future e.g. how it was in the past, how and why local places change, changes in the weather
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		<p>plan of the classroom, Jolly Postman, Bear Hunt</p> <p>Knowledge and understanding of patterns and processes Start to identify and describe what places are like – the difference between the street and the park Start to describe where places are – learn address of home and school, three and two dimensional maps. Make own symbols for maps and plans</p> <p>Start to look at changes in the local environment e.g. new buildings etc and talk about them. Give opinions</p> <p>Start to know how the town is different from the countryside and make simple comparisons</p> <p>Start to recognise how places are linked to other places in the world – make food, invite in visitors, collect clothes, collect labels from food etc</p> <p>Knowledge and understanding of environmental change and sustainable development</p> <p>Make some observations about where things are</p>	<p>pages, the internet, CD ROMs etc</p> <p>Make maps and plans such as story maps, journey to school, plan of the classroom, Katie Morag etc</p> <p>Knowledge and understanding of patterns and processes Identify and describe what places are like – the difference between the street and the park, the coast and the city. Barnaby Bear</p> <p>Identify and describe where places are – look a conventional map symbols, aerial photographs, video, photographs</p> <p>Recognise how places have become the way they are and how they are changing – look at new building, pictures and maps from the past, listening to older visitors to school about the changes in the environment</p> <p>Recognise how places outside the UK compare to the UK through video, photographs, collection of artefacts, cultural activities</p> <p>recognise how places are linked to other places in the world – make food, invite in visitors, collect clothes, collect labels from food, etc</p>	<p>Knowledge and understanding of patterns and processes</p> <ul style="list-style-type: none"> • Begin to recognise patterns made by individual physical and human features e.g. frost, puddles, where shops are built • Recognise some physical and human processes – road works, pollution. <p>Environmental change and sustainable development</p> <ul style="list-style-type: none"> • Start to recognise how people can improve and damage the environment through debate, role play etc 	<ul style="list-style-type: none"> • Describe and explain how places are similar to and different from other places in the same country and elsewhere in the world • Recognise how places fit in a wider geographical area and are interdependent e.g. industry and commerce near the motorway <p>Knowledge and understanding of patterns and processes</p> <ul style="list-style-type: none"> • Recognise and explain patterns made by individual physical and human features e.g. why buildings are placed in particular places, why areas flood • Recognise some physical and human processes and explain how these can cause changes in places and environments – closure or development of business, oxbow lakes <p>Knowledge and understanding of environmental change and sustainable development</p> <ul style="list-style-type: none"> • Recognise how people can improve and damage the environment and how decisions about places and environments affect the future qualities of people's lives e.g. making a wildlife garden in school etc • Recognise how and why people may seek to manage environments sustainably and to identify opportunities for their own involvement e.g. a conservation project
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		<p>located in the local environment and talk about where they are and why Recognise some changes in physical and human features – e.g. floods, why buildings are built in particular places</p> <p>Begin to recognise changes in the environment – litter, new buildings etc</p> <p>Start to recognise how the environment can be improved and why e.g. the playground area</p>	<p>Knowledge and understanding of environmental change and sustainable development</p> <p>Make observations about where things are located in the local environment and beyond and talk about where they are and why</p> <p>Recognise changes in physical and human features – e.g. floods, why buildings are built in particular places,</p> <p>Recognise changes in the environment – new buildings, traffic survey, invite in visitors etc</p> <p>Recognise how the environment can be improved and sustained why e.g. the playground, the local park, the High Street</p>				
	Experiences						

Art and Design	By Key Stage	Key stage 1 Pupils should be taught: <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Key stage 2 Pupils should be taught: <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 			
	By Year group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Experiences	Artist workshop	Challenge day	Challenge day Visit October gallery	Writing through art Visit October gallery	Take one Picture Visit October gallery	Arts Award Visit October gallery
	Drawing objective	Extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns observe anatomy (faces, limbs)	experiment with tools and surfaces draw a way of recording experiences and feelings discuss use of shadows, use of light and dark Sketch to make quick records	Experiment with the potential of various pencils close observation Draw both the positive and negative shapes initial sketches as a preparation for painting accurate drawings of people – particularly faces	Identify and draw the effect of light scale and proportion accurate drawings of whole people including proportion and placement Work on a variety of scales computer generated drawings	effect of light on objects and people from different directions interpret the texture of a surface produce increasingly accurate drawings of people concept of perspective	effect of light on objects and people from different directions interpret the texture of a surface produce increasingly accurate drawings of people concept of perspective
	Focus Artists	Linda Caverley, Molly Williams, William Morris, Gustav Klimt	Picasso, Dan Mather, Andy Warhol	Joan Miro, Bridget Riley, Escher, Paul Klee,	Henry Moore, Barbara Hepworth, Andy Goldsworthy,	Pollock, Monet, Chagall, Ben Moseley, Van Gogh,	
Computing	Key stage 1 Pupils should be taught to: <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content 		Key stage 2 Pupils should be taught to: <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 				

		<ul style="list-style-type: none"> Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> 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 collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 				
Foreign Languages		<p>Listening to and singing a French songs (e.g. for International Evening, during phase assembly)</p> <p>See and listen to picture books in foreign languages (home languages as well as French)</p>	<p>Introduce myself in French. Understand classroom instructions. Count to 30 and use to express dates and ages. Use some nouns (classroom objects) and some adjectives to describe them. Know the French phonetic alphabet and use to spell names and some words.</p>	<p>Learn vocabulary about animals and family and describe using numbers and adjectives. Learn vocabulary about school subjects and how French schools may differ to English ones. Express opinions using given phrases and justify using 'parce que' and an adjective. Use nouns and agree the adjectives according to gender and plurals.</p>	<p>Use given phrases to describe the weather. To conjugate and use a regular verb (e.g. <i>porter</i>) recognising changes for each subject. Use a verb + infinitive to express an opinion about a hobby. To compose a letter to a French pen friend to introduce themselves and explain their likes, dislikes and personal attributes.</p> <p>Visit to Ecole St. Denis in Paris to meet penfriend.</p>	<p>Learn vocabulary suitable for ordering food at a cafe. Conjugate the verb <i>avoir</i> and use to describe body parts. Use <i>avoir</i> to express past tense opinions about their time at primary school.</p>	
Music		<p>Use their voices creatively and expressively to sing songs. Play tuned & untuned instruments musically. Listen with concentration and understanding to a wide range of live and recorded music. Make and combine sounds musically.</p> <p><i>Nativity Recorders</i></p>	<p>Use voice and instruments with increasing accuracy, control and expression. Improvise and compose music Listen with attention to detail and express opinions about what they hear. Appreciate wide range of live and recorded music Begin to develop an understanding of history</p> <p><i>Spring Concert Music Tuition (ukulele, clarinet/trumpet or violin)</i></p>	<p>Perform with control and expression in solo and ensembles Improvise and compose using dimensions of music Listen to detail and recall aurally Use and understand the basics of staff notation Understanding the history of music, including great musicians & composers</p> <p><i>Shakespeare Year 6 Production</i></p>			
Physical Education							
	Experiences						

Religious Education	<p><u>Know about and understand</u></p> <p><u>Express and communicate</u></p> <p><u>Gain and deploy skills</u></p>	<p><u>At the end of KS1 most pupils will be able to:</u></p> <p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;</p> <p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p> <p>Notice and respond sensitively to some similarities between different religions and world views;</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p> <p>Find out about and respond with ideas to examples of co-operation between people who are different;</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>		<p><u>At the end of key stage 2 most pupils will be able to:</u></p> <p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;</p> <p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>				
		Experiences	St Paul's Cathedral (Christianity)	London Central Mosque (Islam)	Muswell Hill Synagogue (Judaism)	Neasden Temple (Hinduism)	London Central Gurdwara (Sikhism)	North London Buddhist Centre (Buddhism)
Personal, Social, Health	PSHE							
	Relationships and sex education							

and Econom ic Educati on	(RSE)						
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