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This document is designed to portray the curriculum intent and purpose; implementation and pedagogy; breadth and specifics of knowledge taught and progression of key concepts at Nine Mile Ride Primary School. Our curriculum, based on the National Curriculum (2014) is planned to reflect our school vision:

Learning for life: together we discover, nurture, achieve and shine.

The purpose of this document is to provide a clear and coherent rationale that is accessible to and understood by all involved in the education of our pupils.

For each curriculum subject, we have included the following elements, where applicable:

- Subject intent and purpose (what do we aim to achieve within this subject)
- Subject implementation and pedagogy (how we teach this subject at Nine Mile Ride School)
- Subject breadth (an overview what knowledge content is being taught within each academic year)
- Knowledge Organisers (what is explicitly taught in each unit of work)
- Key concepts (what key ideas we want to develop as children progress throughout the school)
- Progression maps (what development in the key concepts looks like for each year group)

This curriculum coverage overview and details aims to allow all pupils to access the content and make progress throughout their time at Nine Mile Ride.

Introduction

Curriculum Commitment

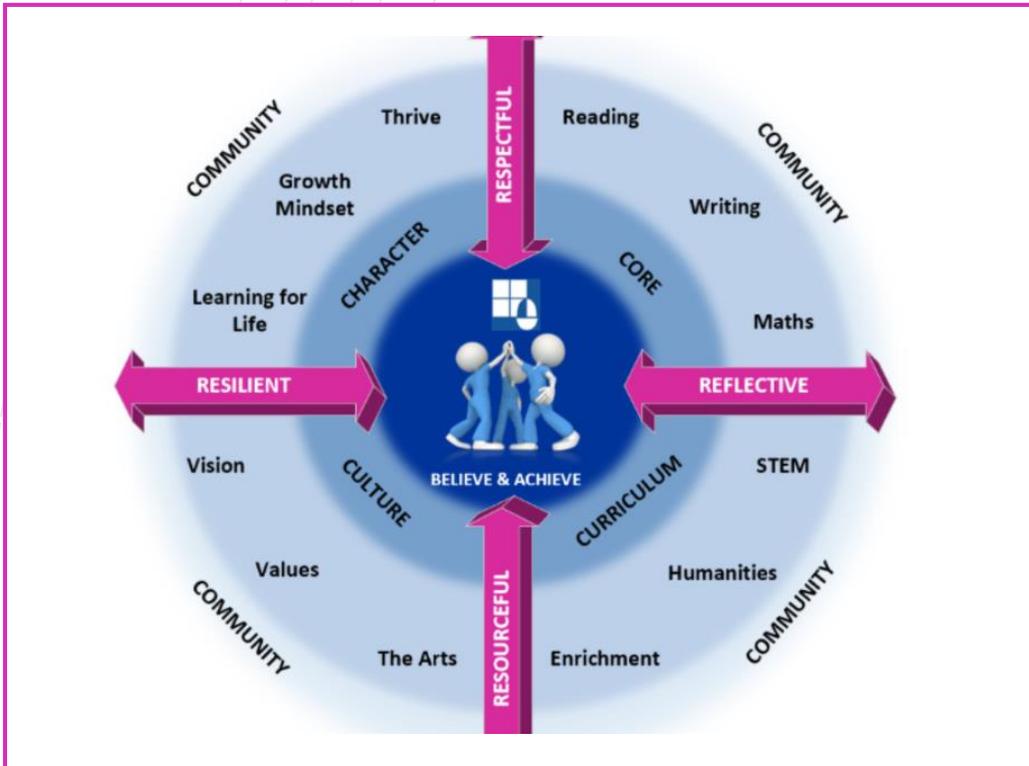
At Nine Mile Ride Primary School we firmly believe that it is our duty to offer a holistic approach to the education we deliver, and we do this by driving five key competencies across the school: **CORE; CURRICULUM; CULTURE; CHARACTER** and **COMMUNITY**.

We take pride in developing outstanding teaching and learning by holding the highest expectations for all our pupils and knowing the pupils well so that every child can access and experience success in both the **CORE** and foundation **CURRICULUM**. Our aim is to create an inclusive environment where barriers to learning are overcome via strategies, targeted interventions or additional support giving full access to the curriculum for all. Our pupils' success will be recognised through increased independence and confidence in the classroom as well as being equipped for adulthood and the wider world.

The curriculum is ambitious, progressive and equitable; however, it is not at the expense of a full curriculum and not solely focused on end of Key Stage results.

We foster independent learning and our carefully planned curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated, creative and enthusiastic in all that they do. Through real-life and connected learning in the classroom and outdoors, our children gain knowledge and become effective problem solvers.

We believe that magic happens at the intersection of knowledge and skills. Our pupils will need the essential knowledge and be able to apply this in order to be successful, educated citizens of the future.



Curriculum Commitment

Our curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated and enthusiastic in all they do.

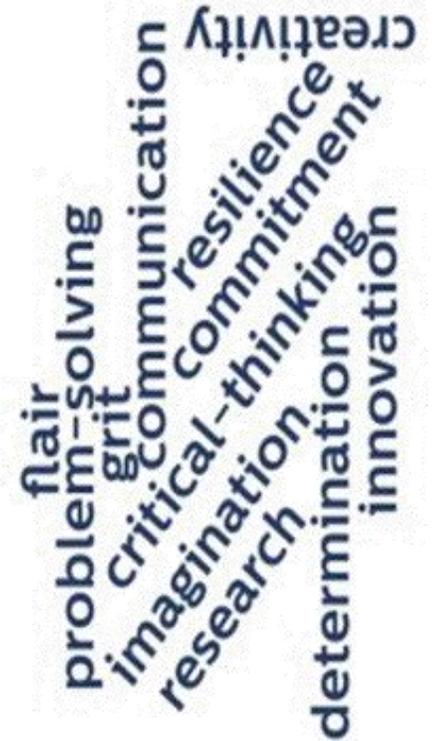
Our role is to introduce our pupils to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

Our **CULTURE** is based upon offering equitable challenge to all so that they strive for academic, creative, emotional, sporting and personal accomplishment within a broad, vibrant and enriched curriculum. Our vision is for all pupils is to leave Nine Mile Ride Primary as life-long learners with the knowledge, concepts, skills and attitudes that make them ready for being responsible citizens of the 21st century.

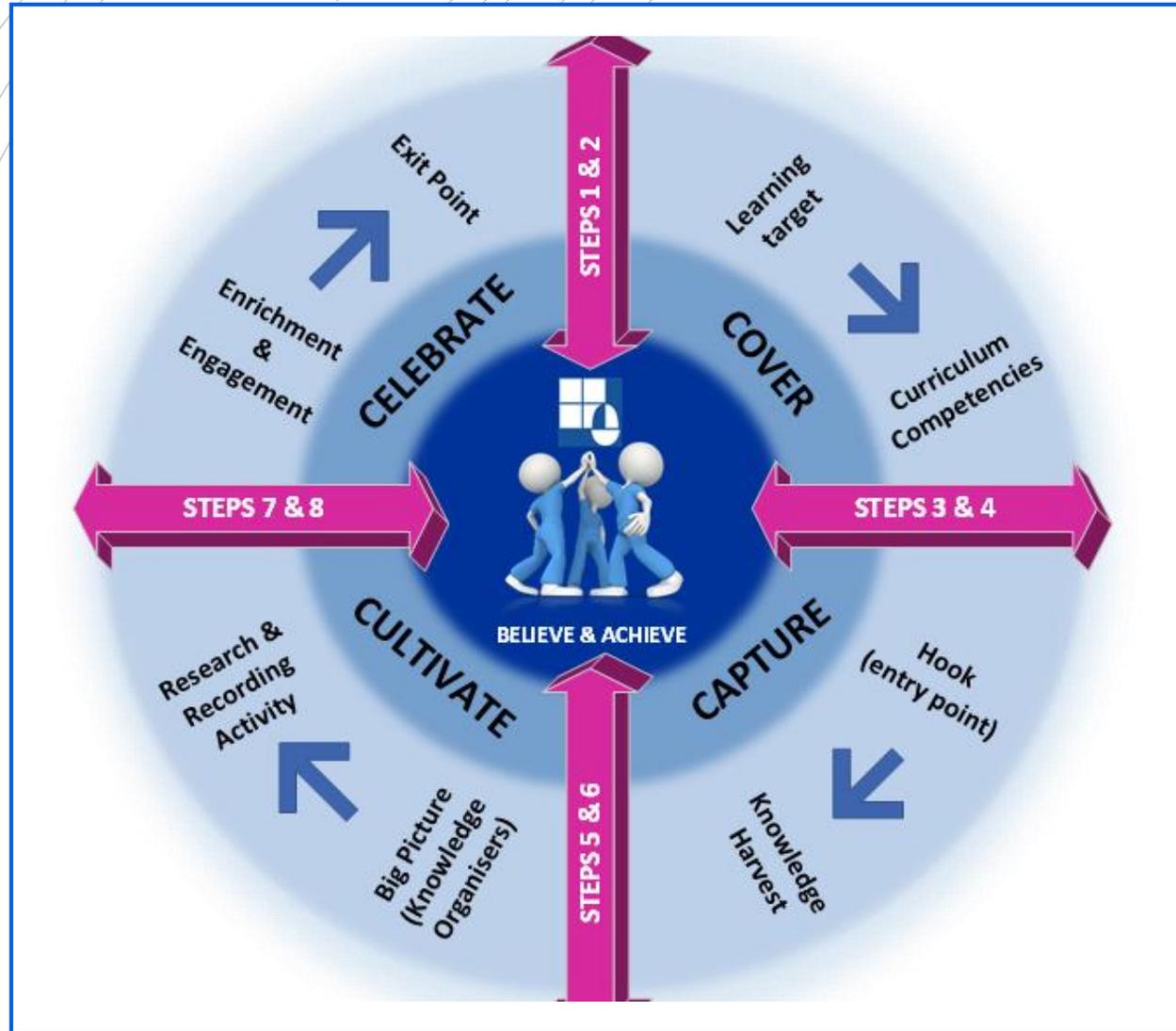
We hope that our values of being **RESPECTFUL, RESILIENT, RESOURCEFUL** and **REFLECTIVE** will enable pupils to develop a personal ethic and a moral attitude that will positively affect behaviour. Our aim is to equip them with the skills needed for successful lives both now and in the future and contribute positively to society.

We firmly believe that **CHARACTER** attributes are vital to future success and by promoting mental wellbeing, growth mindset and character education, our pupils take ownership of and responsibility for their learning and are confident; curious, communicate well, capable of doing new things and are not frightened to make mistakes.

Our curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated and enthusiastic in all they do.



Curriculum Compass



- Our Curriculum Compass portrays the expectation when planning and implementing a unit of work, and should ensure that all children engage in exciting and meaningful learning activities which will help deepen their understanding of concepts being introduced and revisited.

Learning Target	This relates to the knowledge and skills that children will cover during the topic and is based upon the progression framework. Knowledge refers to the factual information that children must learn. Skills refer to the things children are able to do. Skills must be learned practically and need time to be practiced. Magic happens at the intersection of knowledge and skills and that is when children begin to develop their understanding of conceptual ideas, the 'lightbulb' moments that we all strive for.
Curriculum competencies	We firmly believe that it is our duty to offer a holistic approach to the education we deliver, and we do this by driving five key competencies: CORE, CURRICULUM, CULTURE, CHARACTER and COMMUNITY.
Hook (entry point)	The entry point is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. Entry points can last from one hour to a week, depending on the age of the children and the appropriateness of the activity.
Knowledge Harvest	The knowledge harvest takes place in the early stages of the unit and provides an opportunity for children to reveal what they already know about themes they are studying. This bank of knowledge can be added to, developed and even challenged by the teacher, throughout the course of the topic
Big Picture (knowledge organisers)	This provides teachers and pupils with the subject-based background information, key vocabulary, knowledge, skills and key facts to be taught within each topic
Research Activity	Each topic will have a research and recording activity. Research always precedes recording activities. During research activities, children use a variety of methods and collaborate to find out a range of information. There is not a reliance on worksheets. The majority of all work should be practical.
Recording activity	Children interpret the learning they have researched and have the opportunity to demonstrate, share and explain their learning in different ways. There is not a reliance on worksheets.
Enrichment/Engagement	Enrichment and engagement have two main purposes. The first being to bring learning to life and immerse children in their learning and the second, to engage with parents so that they are aware and can celebrate the learning that has taken place.
Exit Point	The exit point pulls together the learning that has taken place and gives the opportunity to celebrate.

Curriculum Pedagogy

A Common Language for Teaching

01 **REVIEW**
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Actively recall frees working memory for problem solving and creating.

02 **ASK QUESTIONS**
The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

03 **PROVIDE MODELS**
Students need cognitive support to help them learn how to solve problems. Modeling, worked examples and teacher thinking out loud help clarify the specific steps involved.

04 **CHECK STUDENT UNDERSTANDING**
Less successful teachers rarely ask "Are there any questions?" No questions are not taken to mean no problems. False. By contrast, more successful teachers check on all students.

05 **GUIDE STUDENT PRACTICE**
Students need additional time to rephrase, elaborate and summarize new material, in order to store it in their long-term memory. More successful teachers built in more time for this.

06 **SCAFFOLDS FOR DIFFICULT TASKS**
Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

07 **OBTAIN HIGH SUCCESS RATE**
A success rate of around 90% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 **SCAFFOLDS FOR DIFFICULT TASKS**
Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

At Nine Mile Ride, we use Rosenshine's Principles of Instruction as a basis to structure our teaching and learning within lessons. These principles are based upon research into effective pedagogy which result in increased progress and higher attainment of pupils. The sources of the report are summarised as follows:

Research in cognitive science;

Research on the classroom practices of master teachers;

Research on cognitive support to help students learn complex tasks.

Teachers have used these principles to identify a common language for teaching, which is used throughout the school.

Reviewing Material	
Daily Review	Weekly/Monthly Review
	
<p>At NMR we will:</p> <ul style="list-style-type: none"> • Begin a lesson with a short review of previous learning in order to build fluency and confidence; • Reteach where necessary; • Plan for weekly and monthly reviews. This may take the form of quizzes or response to the big question; • Use knowledge organisers to activate prior learning (highlight once learned). 	
Questioning	
Ask Questions	Check for Student Understanding
	
<p>At NMR we will:</p> <ul style="list-style-type: none"> • Ask/model higher order questions (including process) to check for understanding and guide students on how to respond; • Use AfL (Assessment for Learning) questions stems (Shirley Clarke booklet); • Use KWL (Know, Want to Know & Learned) technique to activate students' prior knowledge of a subject or topic; • Use 'Pose, Pause, Pounce and Bounce' technique for asking questions; • Use lolly sticks so that students have nowhere to hide. 	

Sequencing Concepts and Modelling

Present materials using small steps	Provide models	Provide Scaffolds for difficult tasks
		

At NMR we will:

- Present new material in small steps with time planned in for student practice after each step;
- Support all pupils in guided practice at least once every two weeks;
- Provide prompts and model the use of the prompt;
- 'Think aloud' when modelling problem solving with students;
- Provide scaffolds/resources to support learning;
- Anticipate student misconceptions and model this prior to independent work;
- Ensure Learning Objectives reflect the precise small steps for learning;
- Ensure Success Criteria is differentiated and clarifies the expected small steps to success in learning;
- Highlight small steps on Knowledge Organisers once learned.

Stages of Practice

Guide Student Practice	Obtain a high success rate	Independent practice
		

At NMR we will:

- Plan time for students to practice new material. Quality over quantity;
- Model and guide practice, giving lots of worked examples that builds automaticity (I do);
- Promote Growth Mindset to tackle new learning together (We do);
- Plan differentiated independent practice which consolidates knowledge, content and techniques. (You do).
- Provide systematic feedback and give time for corrections;
- Expect the student to act upon teacher feedback;
- Circulate around the classroom to supervise seated work.

Year Group Overviews

- These overview summarise the topics and themes that are covered during the academic year for each of our year groups.
- More detail and progression statements for each subject can be found in the relevant subject areas of this Curriculum Progression Document.
 - Reception p14
 - Year One p21
 - Year Two p26
 - Year Three p31
 - Year Four p36
 - Year Five p41
 - Year Six p46

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Getting To Know You	Winter Wonderland	What Can You See Under The Sea?	From A Little Seed	A Mini-beast Adventure	Amazing Animals
Hooks	Family picnic	Christmas play	Visitors and their jobs Garage trip	Dinosaur eggs	Pond dipping Woods	Sports day Farm trip
Personal, social & emotional (Self-regulation, managing self and building relationships)	Rules of the class Smileys Behaviour chart Lunchtime routine Basic hygiene – hand washing	Sharing and turn taking Introduce self-assessment Introduce LORIC Circle time Target rockets	Sharing and turn taking Oral health Self-assessment of learning journals Circle time Target rockets	Sharing and turn taking Stranger danger Circle time Target rockets	Sharing and turn taking Healthy eating What I want to be when I grow up Circle time Target rockets	Sharing and turn taking Transition to Year 1 Circle time Target rockets
Ongoing	Making friends, turn taking and sharing. Using our manners. Managing basic hygiene. Becoming independent learners and developing Loric characteristics. British values Characteristics of effective learning.					
Communication and language (Listening, attention and understanding, speaking)	Talking and Listening Introduce talking partners Role play Small world play	Christmas story Role play areas Small world play	Role play areas Small world play Parent visits – talk about jobs Guided reading	Role play areas Small world play Guided reading	Role play areas Small world play Telling jokes – stage Guided reading	Role play areas Small world play Guided reading
Ongoing	Listen carefully to rhymes, songs and stories paying attention to what they have heard. Use new vocabulary in different contexts. Use new vocabulary through the day. Modelling and scaffolding through play opportunities. Developing children’s interest. Characteristics of effective learning. Regular circle time session following LORIC / Jigsaw planning.					

Foundation Stage – Yearly Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Getting To Know You	Winter Wonderland	What Can You See Under The Sea?	From A Little Seed	A Mini-beast Adventure	Amazing Animals
Physical Development (Gross and Fine motor skills and health)	Cutting activities Disco dough Handwriting patterns Listening games Travelling games Personal hygiene Rules of the hall	Disco dough Handwriting patterns Travelling in different ways Moving apparatus Handwriting	Disco dough Handwriting Dragon dance CNY Oral health and healthy eating Multi skills games	Disco dough Handwriting Throwing and catching skills Hurdles and ladders	Disco dough Handwriting Stations – range of ball/throwing and catching skills Healthy eating/ exercise	Disco dough Handwriting Tennis – bat and ball skills Sports day practice races Sports day
Ongoing	Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Characteristics of effective learning.					

Foundation Stage – Yearly Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Getting To Know You	Winter Wonderland	What Can You See Under The Sea?	From A Little Seed	A Mini-beast Adventure	Amazing Animals
Literacy (Comprehension, word reading and writing)	Retelling familiar fairy tales - The Little Red hen Rhyming stories Labelling Name writing Handwriting practise Back to Earth with a bump	Order and sequence a story -We're going on a Bear hunt Writing sentences – The snowman CVC words and captions Handwriting practise	Sentence writing -Billy's bucket Nonfiction writing - Surprising Sharks Recount writing – Garage trip Handwriting practise Guided reading	Instructional writing - Biscuit bear Sentence writing -Tom and the island of dinosaurs Handwriting practise Guided reading	Descriptive sentence writing - The Bog baby Stories Independent nonfiction writing - minibests Narrative stories –The Frog Prince Handwriting practise Guided reading	The Goggle-Eyed goat – descriptive writing Recount writing – Farm trip Story writing -Click Clack Moo Handwriting practise Guided reading
Phonics	Phase 1/2	Phase 2	Phase 2/3	Phase 3	Phase 3	Phase 3/4
Ongoing	Name writing and handwriting practise. Rhyme Phonics. CVC word and captions. Reading within our environment. Characteristics of effective learning.					

Foundation Stage – Yearly Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Getting To Know You	Winter Wonderland	What Can You See Under The Sea?	From A Little Seed	A Mini-beast Adventure	Amazing Animal
Mathematics (Number, numerical patterns and Shape, space and measure)	1:1 counting Subitise Language of size 2D shapes Pattern – 2 sequence Match, sort and compare amounts Shapes - 2D Positional language	Composition of numbers 3D shape Ordering numbers Represent and compare numbers to 5 Compare size, mass and capacity One more one less Time	Ordering numbers Building numbers beyond 10 Counting patterns beyond 10 Shape – match, rotate , manipulate Adding more Taking away Measuring Estimation	Number bonds Subtraction Money Doubling Sharing and grouping Odd and even Deepening understanding of patterns and relationships	3D shapes Number bonds Ordering numbers Building numbers beyond 10 Counting patterns beyond 10 Shape – match, rotate , manipulate Adding more Taking away Measuring	3D/2D shapes Addition Subtraction Problem solving Doubling Sharing and grouping Odd and even Deepening understanding of patterns and relationships
Ongoing	Daily counting, shape recognition, comparing and measuring Days of the week. Characteristics of effective learning.					

Foundation Stage – Yearly Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Getting To Know You	Winter Wonderland	What Can You See Under The Sea?	From A Little Seed	A Mini-beast Adventure	Amazing Animal
Expressive arts and design (Creating with materials, being imaginative and expressive)	Colour mixing - primary/secondary colours Mondrian Music – singing	Christmas performance and songs Sculpture – Diwali lamps Winter crafts Music – singing and exploring instruments using recycled materials to make instruments	Music – rhythm, singing and exploring instruments Marbling Shark collage	Music – rhythm, singing and exploring instruments Andy Goldsworthy – natural pictures Circus performances	Music – rhythm, singing and exploring instruments - natural materials Life cycle Monet inspired pond pictures	Music – rhythm, singing and exploring instruments - Tanka tanka skunk Arts week Rousseau – the tiger - camouflage pictures
Ongoing	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Stage – music Small world/role play/own ideas Characteristics of effective learning.					

Foundation Stage – Yearly Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Getting To Know You	Winter Wonderland	What Can You See Under The Sea?	From A Little Seed	A Mini-beast Adventure	Amazing Animal
Diversity	Where do I come from? Where I live? Similarities and differences between where I live and others? Anna Hibiscus – book Yokki and the Parno gry Espresso – celebrations around the world Margaret and the moon - book		What makes me special? The Mega Magic Hair Swap So much – book Giraffes can't dance - book How I celebrate special events in my family? Exploring food from around the world Cultural food tasting		Ramadan moon – book I can be...? Equality – boys and girls can do the same jobs/ can wear the same colours/ can have long/short hair etc. Julian is a mermaid – book	

Foundation Stage – Yearly Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Getting To Know You	Winter Wonderland	What Can You See Under The Sea?	From A Little Seed	A Mini-beast Adventure	Amazing Animals
Understanding the World (Past and present, people, culture and communities, the natural world, technology)	My family and me– past and present Christianity Harvest festival celebrations Seasons – autumn Space and planets Completes a simple program on electronic devices Uses ICT hardware to interact with age appropriate computer software	Winter festivals and celebrations (Diwali and Christmas) Christianity Seasons – winter Map – my route to school Natural/human made material Testing and exploring materials – waterproof /ice Completes a simple program on electronic devices	Chinese New Year Buddhism People who help us at school and our community Transport – past and present Floating and sinking Completes a simple program on electronic devices	Easter story Christianity What plants need to grow - Planting potatoes and beans Maps from a story Can create content such as video recording, stories, and /or draw a picture on screen	Religious stories from different faiths Summer festivals (Ramadan and Eid) Mini beasts and their habitats Castles and knights - past and present Can create content such as video recording, stories, and /or draw a picture on screen	Special places of worship Animals and their habitats Similarities and differences between countries Can create content such as video recording, stories, and /or draw a picture on screen
Ongoing	Online safety Uses ICT hardware to interact with age appropriate computer software and completes programs. Growing/caring for our outdoor environment Celebration of festivals and religious events					

Foundation Stage – Yearly Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Here come the Bears!		Passports at the Ready!		Dungeons and Dragons	
English Fiction Non-Fiction Poetry	We're Going on a Bear Hunt (journey tale) Poetry Peace at Last (wishing tale)	Poetry (fireworks) The Christian creation story The Christmas Story (RE)	Handa's Hen (losing tale)	Instructions How to make... Persuasive writing – postcards	Jack and the Beanstalk (finding tale) Recount- trip to Windsor	Tell Me a Dragon (stimulus text) Non-chronological report- Dragons
Class Book	Whatever Next Jill Murphy		The Snail and The Whale Julia Donaldson		Paperbag Princess Robert Muncsh	
Maths	Place Value Addition and subtraction	Addition and Subtraction 2D and 3D shape Place Value	Place Value Addition and subtraction	Multiples of 2, 5 and 10 Length, height, weight and volume	Multiplication and division Fractions Position and Direction	Place Value Money Time

Year 1 – Core Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Here come the Bears!		Passports at the Ready!		Dungeons and Dragons	
Science	Everyday Materials Seasonal changes		Animals Including Humans Seasonal changes		Plants Seasonal changes	
DT	Levers and sliders (pop up pictures)		Making fruit salads		Wooden spoon fairy tale puppets	
Computing	E-safety Algorithms Using technology to create, organise, store and retrieve		E-safety Algorithms Using technology to create, organise, store and retrieve		E-safety Algorithms Using technology to create, organise, store and retrieve.	

Year 1 – Curriculum (STEM) Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Here come the Bears!		Passports at the Ready!		Dungeons and Dragons	
History	Changes within living memory (toys)				Lives of significant individuals beyond living memory (monarchy)	
Geography	Geography of local area		Continents and countries of the world		Geography of the UK	
RE	Creation Story Key Question: Does God want Christians to look after the world? Religion: Christianity	Christmas Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem Religion: Christianity	Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter – Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism

Year 1 – Curriculum (Humanities) Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Here come the Bears!		Passports at the Ready!		Dungeons and Dragons	
Art	Colour mixing, printing, pastels Sculpture		Weaving, painting, collage		Comparing, contrasting and exploring the techniques of different artists	
PE	Dance: Autumn Games: large ball skills	Gym: flight, bouncing, jumping, landing Dance: fireworks and Christmas	Gym: rocking and rolling Games: throwing, catching, aiming	Gym: wide, narrow, curled Dance: Handa's Surprise	Dance: Jack & The Beanstalk Games: bat and ball skills	Games: developing partner work/team ball games Athletics
Music	Music Express Units: Ourselves Seasons	Music Express Units: Number Weather Other: Christmas Nativity singing	Music Express Units: Travel Animals	Music Express Units: Pattern Machines	Music Express Units: Story Time Our Bodies	Music Express Units: Water Our School

Year 1 – Culture Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Here come the Bears!		Passports at the Ready!		Dungeons and Dragons	
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Character Education	Growth Mindset – How amazing is my brain? Local area walk Harvest Festival Wokingham Food Bank School Link – Rogbere Primary School, Sierra Leone Children In Need Remembrance Day Anti-bullying week		Growth Mindset Tasting foods from around the world Fairtrade Fortnight Children’s Mental Health Awareness Week – Sleep Visiting author Growth Mindset		Growth Mindset Windsor Castle Trip Garden Party Walk to school week Healthy schools week Sports Day	
Diversity Links	Toys from the past and around the world. Houses in different communities.	Celebrating and respecting individuality. Access to 'bear' themed texts from a range of authors.	Similarities / comparisons children around the world. How is life similar / different in.... to living in Finchampstead? Handa's Hen text	Artists and musicians from around the world – exploring styles.	Unconventional fairy tales – Paperbag princess. Family trees King & King - family setups	Traditional tales from around the world.

Year 1 – Character Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Seaside Rescue!		Fire, Fire!		Jurassic Forest	
English Fiction Non-Fiction Poetry	Defeating the Monster Story Model Text: <i>The Lighthouse Keepers Lunch</i> Instructions Model Text: <i>How to Trap a Seagull</i>	Poetry - Patterned Model Text: <i>The Magic Box</i> Non-Chronological Reports Model Text: <i>The Mighty Sea/Tree Horn</i>	Continue Non-Chronological Reports Model Text: <i>The Mighty Sea/Tree Horn</i> Traditional Tales Model Text: <i>Little Red Riding Hood</i>	Discussion Model Text: <i>Should LRRH have been sent to the woods alone?</i> SATs Preparation	Poetry – Riddles Model Text: <i>Stegosaurus Riddle</i> Explanations Model Text: <i>Why did dinosaurs become extinct?</i>	Meeting Tale Stories that mimic significant authors – Anthony Browne/Roald Dahl/Julia Donaldson Diaries Model Text: <i>Mary Anning</i>
Class Book	Billy's Bucket by Kes Gray The Lighthouse Keeper's Christmas by Ronda Armitage		Vlad and the Great Fire of London by Kate Cunningham The Three Little Wolves and the Big Bad Pig By Eugene Trivizas Into the Forest By Anthony Browne		The Dinosaur's Diary by Julia Donaldson George's Marvellous Medicine by Roald Dahl	
Maths	Place Value Addition	Subtraction Money Shape	Multiplication & Division Statistics Properties of shape	Fractions Length & Height	Position & Direction Problem solving and efficient methods	Time Mass, Capacity & Measurement

Year 2 – Core Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Seaside Rescue!		Fire, Fire!		Jurassic Forest	
Science	Animals including Humans		Materials and their uses	Plants	Living things and Habitats	
DT	Food		Construction		Textiles	
Computing	E-Safety Using data	Programming and control	Digital media – animation, photos, videos	Creativity and publishing - images	Networks and the internet	Creativity and publishing – word processing

Year 2 – Curriculum (STEM) Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Seaside Rescue!		Fire, Fire!		Jurassic Forest	
RE	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas – Jesus as gift from God Key Question: Why did God give Jesus to the World? Religion: Christianity	Theme: Prayer at home Key Question: Does praying at regular intervals every day help a Muslim in his/her everyday life? Religion: Islam	Theme: Easter Key Question: Is it true that Jesus came back to life again? Religion: Christianity	Theme: Community and Belonging Key Question: Does going to Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam
History	Grace Darling and the History of Seaside Towns <i>Learn about the lives of significant individuals from the past (Grace Darling study).</i> <i>Look at how seaside towns have changed over the years.</i>		Great Fire of London <i>Learn about events beyond living memory (Great Fire of London) and the lives of significant individuals in the past (Samuel Pepys)</i>		Mary Anning <i>Learn about the lives of significant individuals in the past</i>	
Geography	Seaside locations and Map Work <i>Understand geographical similarities and differences through studying the human and physical geography of a seaside towns.</i> <i>Name and locate continents, countries and cities on a map of the World.</i>		Contrasting Country – UK and Non-EU location <i>Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European location.</i>		Weather and Map Work <i>Name and locate seaside locations where dinosaur fossils have been found.</i> <i>Name and locate continents, countries and cities on a map of the World.</i>	

Year 2 – Curriculum (Humanities) Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Seaside Rescue!		Fire, Fire!		Jurassic Forest	
Art	Drawing & Print To develop art and design techniques using colour, pattern, texture, line, shape, form and space. Artist Study: Mary Cassatt Painting: Children playing on the beach	Digital media Use digital camera, scanner or internet to capture images of buildings. Use paint or photo software to manipulate the images to create a piece of art Beach hut stimulus	Collage To use a range of materials creatively Create fire linked to GFOL – colour wheel etc. Cold/hot colours	Drawing & Painting Teach about the work of artist/s and use as a stimulus for own painting Artist Study: Jackson Pollock	Sculpture Use sculpture to develop their ideas, experiences and imagination Artist Study: Henry Moore Use clay to make a dinosaur fossil	Textiles To develop art and design techniques using colour, pattern, texture, line, shape, form and space Make a dinosaur puppet (running stitch)
PE	Dance: Movement Games: Throwing and catching	Gym: Linking movements together Dance: Rhythm	Gym: Spinning, twisting & turning Games: Inventing games with partners	Gym: Pathways Games: Dribbling, kicking, hitting	Dance: Pattern/perform Games: Group games and inventing rules	Team games: Athletics Rounders Cricket
Music	Music Express Units: Ourselves Water	Music Express Units: Travel; Number Other: KS1 Nativity - singing	Music Express Units: Our Bodies Animals	Music Express Units: Storytime Patter	Music Express Units: Our Land Weather	Music Express Units: Seasons Toys

Year 2 – Culture Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Seaside Rescue!		Fire, Fire!		Jurassic Forest	
PSHE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Character Education	Growth Mindset – How amazing is my brain? Harvest Festival Wokingham Food Bank Children In Need School link – Rogbere Primary School, Sierra Leone Remembrance Day Anti-bullying week KS1 Nativity performance		Fairtrade Fortnight Children’s mental health awareness week – sleep Visiting Author Growth Mindset		Reading FC Premier League Stars – Chris Berry Walk to school week Sports Day	

Year 2 – Character Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Gunpowder, treason and plot		Tomb Raiders		Magic and Mystery	
English Fiction Non-Fiction Poetry	Story beginning – Wishing Tale Model text -The Firework Maker’s Daughter by Philip Pullman	Persuasive letter to King James I on Guy Fawkes. Model text –Persuasive letter to Razvani the Fire Fiend from The Fire Work Maker’s Daughter. Observation Poem Model text - Candle Flame by Pie Corbett	Defeating a monster tale – Model text -Little Vixen Street by Pie Corbett rewritten as Grand Pharaoh Terrace.	Recount Newspaper report Model text – King Tut in Murder Mystery	Fantasy Setting Model text - The Magician’s Shop	Playscript - Model text – Harry Potter and the Cursed Child The Wizard of Oz
Class Guided Reading Book	The Firework Maker’s Daughter By Philip Pullman		Secrets of a Sun King By Emma Carrol		Harry Potter and the Philosopher’s Stone By J.K Rowling	
Maths	Place value Addition & subtraction	Multiplication and division Measurement	Multiplication / division Measurement Statistics	Fractions Statistics	Fractions Geometry	Measurement Statistics

Year 3 – Core Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Gunpowder, treason and plot		Tomb Raiders		Magic and Movies	
Science	Light Scientist Study: Becky Schroeder	Sound	Electricity Scientist Study: Nikola Tesla	Living things and their habitats	Animals including humans (muscles and skeletons and healthy eating)	
DT	Joining techniques Design and make Lila's firework bag Chinese textile study linked to Chinese culture from The Firework Maker's Daughter		Simple circuits and switches Torch for archaeologists digging up sarcophaguses.		Healthy and varied diet Edible healthy 'Howler' sandwich.	
Computing	E-Safety Privacy & security Copyright and ownership Dance Mat Typing Understanding the internet and searching the internet.	E-Safety Self image & identity On-line Bullying PowerPoint – research and create presentation, transitions Photo editing - documenting the Gunpowder Plot.	E-Safety Online Reputation Using Coding vocabulary across a range of platforms Scratch following code club. Study of Ada Lovelace	E-Safety Managing Online Information. Using Coding vocabulary across a range of platforms. Probots.	E-Safety Health, Wellbeing and Lifestyle Create and edit movies using 'photos' on laptops.	E-Safety Online Relationships Understanding the internet and searching the internet.

Year 3 – Curriculum (STEM) Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Gunpowder, treason and plot		Tomb Raiders		Magic and Movies	
History	The reformation Guy Fawkes' life Events leading up to and during the Gunpowder plot.		Ancient Egypt		The history of film including awards for historical first. The 'Day of the Dead'	
Geography	Map skills and map making. Human and physical geography of London. Compare places where people live and give reasons for Name the significant places and features.		Map skills and map making. Egypt past and present comparison Human and physical geography of Egypt. Identify the parts of a river and understand land use.		Geography skills: map skills, map making and compass skills. Devise a questionnaire and complete a survey to investigate an environmental issue in the local area.	
RE	Religion: Hinduism Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Religion: Christianity Theme: Christmas Key Question: Has Christmas lost its true meaning?	Religion: Christianity Theme: Jesus' Miracles Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?	Religion: Christianity Theme: Easter - forgiveness Key Question: What is 'good' about Good Friday?	Religion: Hinduism Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything?	Religion: Hinduism Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu?
Languages	Getting to Know You All About Me		Food Glorious Food Family and Friends		Our School Time	

Year 3 – Curriculum (Humanities) Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Gunpowder, treason and plot		Tomb Raiders		Magic and Mystery	
Art	Pencils, pastels and marbling inks creating fireworks in the style of Robert Delaunay		Make a 3D sculpture using clay/modroc/papier mache.		Pencils, pastels and paints creating surrealist work in the style of SalvadorDali	
PE	Gym: balance Games: Tag Rugby	Dance: Firework dance Games: Tag Rugby	Gym: balance Games: Hockey	Dance: linked to topic Games: Hockey	Games: Indoor Rounders Outdoor Cricket	Games: Indoor Rounders Outdoor Cricket
Music	Music Express Units: Sounds Environment Building Other: Christmas Rap, Carol Singing		Music Express Units: Communication China In The Past		Music Express Units: Food and Drink Human Body Time	

Year 3 – Culture Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Gunpowder, treason and plot		Tomb Raiders		Magic and Mystery	
PSHE	LORIC Laura Leadership Jigsaw Being Me in My World	LORIC Oli Organisation Jigsaw Celebrating Differences	LORIC Raj Resilience Jigsaw Dreams and Goals	LORIC Izzy Initiative Jigsaw Healthy Me	LORIC Charlie Communication Jigsaw Relationships	Jigsaw Changing Me
Character Education	Growth Mindset – ‘The Dot’ Harvest Festival Wokingham Food Bank Children In Need Remembrance Day Anti-bullying week Diwali Celebrations		Growth Mindset Fairtrade Fortnight Children’s mental health awareness week – sleep Visiting Author Science Week World Book Day Ramadan and Eid al-Fitr celebrations		Growth Mindset Walk to school week Healthy Schools week Sports Day	
Diversity	Chinese textile study linked to Chinese culture from The Firework Maker’s Daughter Chinese Emperor Study Beatriz Mileages (Brazilian Artist) Scientist Study: Becky Schroeder		Slavery in Ancient Egypt (The story of Moses freeing the slaves). The story of Passover Study of Ada Lovelace known as the worlds first computer programmer		Frida Kahlo Diego Rivera Alfonso Castillo Orta Day of the dead study and art work. Study at how the Oscar awards have become more diverse over time including awards for historical firsts.	

Year 3 – Character Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Roaming Romans		Route 66		Trouble and Strife	
English Fiction Non-Fiction Poetry	Settings and description Model text: Escape from Pompeii – setting description Instruction writing Model text: How to keep Ceasar Happy	Poetry Model text: The Cave of Curiosity Recount Model text: Fir Class' Adventure To Brighton	Find tale Model text: The Polar Bear's Son – Non-chronological report on a North American animal	Journey tale Model text: Stuart Little Speaking and Listening and Drama - Porridge	Story – a tale of fear Model text: The Nightmare Man	Explanation text Model text: How a giant spider traps its prey Senses Poems Model text: The Sound Collector by Roger McGough
Class Guided Reading Book	The Thieves of Ostia By Caroline Lawrence		Stuart Little by E.B. White		My Friend Walter By Michael Morpurgo	
Maths	Place value Addition & subtraction	Multiplication and division Measurement	Multiplication and division Measurement Statistics	Fractions and decimals	Decimals Time Money Statistics	Statistics Geometry

Year 4 – Core Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Roaming Romans		Route 66		Trouble and Strife	
Science	Rocks and soils	Forces including magnets	Animals including humans: teeth and digestion		Plants	States of matter
Computing	E-safety Dance Mat typing	E-safety Word	E-safety Back to the future - Make a blog post about the change in technology		E-safety Using Coding Lightbot or Hopscotch	
DT	Food technology Roman pizza Healthy and varied diet		Textiles Designing and sewing a hanging totem pole		Design and make Levers and linkages Picture frame for the portrait	

Year 4 – Curriculum (STEM) Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Roaming Romans		Route 66		Trouble and Strife	
History	Romans		History of North America Route 66 and its creation		Tudors	
Geography	Map skills		Maps skills Biomes Water cycle		Map skills	
RE	Theme: Beliefs and practises Faith Key Question: How special is the relationship Jews have with God? Religion: Judaism	Theme: Christmas Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to? Religion: Judaism	Theme: Easter Key Question: Is forgiveness always possible for Christians? Religion: Christianity	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity
French	All Around Town On The Move		Going Shopping Where In The World?		What's The Time? Holidays and Hobbies	

Year 4 – Curriculum (Humanities) Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Roaming Romans		Route 66		Trouble and Strife	
Art	Roman mosaics Roman coins		Georgia O'Keefe's landscape paintings		Self-portrait – Hans Holbein and Picasso	
PE	Gym: Stretching and curling Games: Netball	Dance: BBC Roman dance Games: Netball	Gym: Pathways Games: Football	Dance: The Eagle and the Fish Games: Football	Games: Rounders & Tennis	Dance: Tudor Dance Games: Rounders & Tennis
Music	Music Express Units: Sounds Poetry Environment Other: Notation Christmas Rap, Christingle Song and Christmas Carols		Music Express Units: Recycling Building Ancient Worlds		Music Express Units: Communication Food and Drink In The Past	

Year 4 – Culture Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Roaming Romans		Route 66		Trouble and Strife	
PSHE	LORIC Laura Leadership Jigsaw All about me	LORIC Oli Organisation Jigsaw Celebrating difference	LORIC Raj Resilience Jigsaw Dreams and goals	Jigsaw Healthy me	LORIC Izzy Initiative Jigsaw Relationships	LORIC Charlie Communication Jigsaw Changing me
Character Education	Growth Mindset – How amazing is my brain? Harvest Festival Wokingham Food Bank Children In Need School link – Rogbere Primary School, Sierra Leone Remembrance Day Anti-bullying week		Growth Mindset Year 3 & 4 Production Fairtrade Fortnight Children’s mental health awareness week – sleep		Growth Mindset Walk to school week Healthy Schools week Sports Day Trip	
Diversity Links						

Year 4 – Character Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	To Infinity And Beyond		Groovy Greeks!		I'm An Evacuee... Get Me Out Of Here!	
English Fiction Non-Fiction Poetry	Persuasive Letters – Superheroes Model text: 'Dear Superman'	Creating suspense Model Text: 'Alien Landing' by Pie Corbett Poetry 'Six Ways to look at the Moon' by Pie Corbett Instructions Model text: How to make onion bhajis	Warning tale - Ancient Greek Mythology Model text: Daedalus & Icarus, Pandora's Box Fables Model text: The Fox and the Crane	Persuasive texts – holiday brochures: 'Come To Greece' Model text: Come To France Poetry 'A Boy's Head' by Miroslav Holub Non-Chron Reports Greek theatre	Diary Declaration of war Losing Tale -Story set during WW2. Model text: 'The Gas Mask' by Pie Corbett	Historical Fiction Model text: Rose Blanche Non-Chron Reports War inventions Instructions – How To Make An Anderson Shelter Model text: How To Catch A Dragon?
Class Guided Reading Book	Cosmic By Frank Cottrell Boyce		Percy Jackson and the Lightning Thief By Rick Riordan		Letters from the Lighthouse By Emma Carroll	
Maths	Place Value Addition & Subtraction	Multiplication & Division Statistics	Perimeter & Area Fractions	Fractions Decimals & Percentages	Decimals Properties of Shapes	Converting units of measure

Year 5 – Core Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	To Infinity And Beyond		Groovy Greeks!		I'm An Evacuee... Get Me Out Of Here!	
Science	Sun, Earth and the moon	Forces	Materials and their Properties Transparency Solubility Filtering Sieving Burning Chemical Changes		Life Cycles Differences in the life cycles of mammals, amphibians, insects and birds. Reproduction of some plants and animals. Changes in humans.	
DT	Textiles Design and make a Christmas stocking		Food Design and make a Greek pitta bread		Construction Design and make an air raid shelter Inspirational Engineers Hobart (D Day tanks), Hedy Lamarr (signalling)	
Computing	Online Safety Microsoft PowerPoint and Word	Online Safety Structure of the Internet	Online Safety Programming – Scratch (creating games)	Online Safety Programming – Scratch (creating games)	Online Safety Research and presentation (science) Using Excel	Online Safety Website Design

Year 5 – Curriculum (STEM) Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	To Infinity And Beyond		Groovy Greeks!		I'm An Evacuee... Get Me Out Of Here!	
History	History of Space Exploration		Ancient Greece		World War Two How did WWII impact on life in Britain?	
Geography	Explorer survival skills World atlas, countries, continents, latitude and longitude, compass points, 4 & 6 figure grid references, ordnance survey symbols, relief maps.		Where is Greece? Locating places in Greece on maps. Comparison between UK and Greece e.g. temperature; rainfall physical geography		Map Skills The UK and Europe Maps of Europe and the UK, counties and cities (linked to History topic)	
French	Getting to Know You All About Ourselves		That's Tasty Family and Friends		School Life Time Travelling	
RE	Key Question: How far will a Sikh go to show commitment? Religion: Sikhism	Key Question: Is the Christmas story true? Religion: Christianity	Key Question: Are Sikh stories important today? Religion: Sikhism	Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism	Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity

Year 5 – Curriculum (Humanities) Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	To Infinity And Beyond		Groovy Greeks!		I'm An Evacuee... Get Me Out Of Here!	
Art	Painting Van Gogh's Starry Night Pastel Planets Collage Gaudi Star and Moon Drawing Cartoon Line Drawing		Drawing People in Action Drawing the human body Painting Greek Vases (large) with moving figures		Drawing Using lines to create movement Painting LS Lowry – war artist Colour & line Propaganda Poster	
PE	Dance : volcanoes Netball	Gym : bridges Netball	Swimming Ball Skills	Swimming Gym : flight	Circuits Cricket	Sports Leader Rounders Cricket
Music	Music Express Units: Solar System Keeping Healthy Other: Carol Singing		Other: Western Music History		Music Express Units: At the Movies Life Cycles	

Year 5 – Culture Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	To Infinity And Beyond		Groovy Greeks!		I'm An Evacuee... Get Me Out Of Here!	
PSHE	All about me	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Character Education	Growth Mindset – How amazing is my brain? Harvest Festival Wokingham Food Bank Children In Need Personal presentations Remembrance Day		Trip to Bayer Laboratory Fairtrade Fortnight Children's mental health awareness week –sleep		Young Leaders Reading FC Premier League Stars –Chris Berry Walk to school week Sports Day Year 5 & 6 ProductionWW2 Tea Party School trip to Gurdwara	
Diversity Links	BAME/Female scientists Maggie Aderin-Pocock Caroline Herschel NASA 'Hidden Figures'	?Starlight Night – Georgia O'Keefe to replace Gaudi? Or Alma Granites (female aboriginal artist) Night Sky	Breads from different cultures		Eid	WW2 – contribution of soldiers from the British empire Coding – Alan Turing

Year 5 – Character Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Vile Victorians!		Mayan Mystery		To Be Or Not To Be!	
English Fiction Non-Fiction Poetry	Formal & informal letter writing based on Voices in the Park and French Roast Suspense writing based on The Hound of the Baskervilles and The Woman in White	Fiction and non-fiction writing based on Street Child Remembrance Day poetry Information text based on Isambard Kingdom Brunel	Persuasion: Letters to the Brazilian Government to stop deforestation Narrative writing based on The Explorer	Information texts: Double-page spread based on the Maya Narrative writing: Alternative ending and viewpoints based on Wing.	Creative narrative: the story of Bottom Biography: Shakespeare Sonnets	Non-chronological reports: The Globe Theatre Instructions: (linked to DT) Balanced discussion: Topical discussion
Class Guided Reading Book	Street Child by Berlie Doherty	A Christmas Carol A BBC adaptation	The Explorer by Katherine Rundell		A Midsummer Night's Dream A BBC adaptation	Wonder by RJ Palacio
Maths	Number, Place value Negative Numbers, Addition and Subtraction Four Operations	Fractions Position and Direction	Decimals and Percentages Statistics	Algebra Measurement Ratio	Geometry Problem Solving	Theme Park Maths

Year 6 – Core Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Vile Victorians!		Mayan Mystery		To Be Or Not To Be!	
Science	Classification	Evolution	Electrical circuits	Circulatory system	Light	Healthy Eating
Computing	E-Safety Use of MS Office package	E-Safety Wearable technology	E-Safety Coding a simple game	E-Safety Using a range of programming languages	E-Safety	E-safety Movie and animation software
DT	Brunel Impact of famous engineer – IK Brunel		Designing and Making Electrically powered vehicles		Food Technology Cooking a healthy meal	

Year 6 – Curriculum (STEM) Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Vile Victorians!		Mayan Mystery		To Be Or Not To Be!	
History	Victorians (key period in British history beyond 1066)		Mayan civilisation (non-European civilisation)		Shakespeare (and the theatre)	
Geography	Coastal features and the Jurassic Coast (link to Osmington Bay trip) Rivers		South America		Maps and scale drawings	
RE	Theme: Beliefs and Practices Key Question: How does a Muslim show commitment to God? Religion: Islam	Theme: Christmas Key Question: Do Christmas traditions help Christians understand who Jesus was and why he was born? Religion: Christianity	Theme: The Journey Of Life Key Question: Islam beliefs and practices Religion: multi-faith	Theme: Easter Key Question: What does Easter mean to Christians? Religion: Christianity	Theme: Easter Key Question: What does Ramadan mean to Muslims? Religion: Islam	Theme: Easter Key Question: Is Christianity still a strong religion, 2000 years after Jesus was on Earth? Religion: Christianity
French	Shape Books	Colour Poems	Monster Description	All about me	Animal definition	Rewriting a version of 'Ours Brun'

Year 6 – Curriculum (Humanities) Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Vile Victorians!		Mayan Mystery		To Be Or Not To Be!	
Art	William Morris: Printing from nature Repeating patterns Drawing natural forms		Maya cocoa pots: 3D work in clay Mask making: Maya animal masks Collage: Maya inspired collage		Monet & the Impressionists	Self-portraits: inspired by Wonder
PE	Gym: Spinning and Turning Games: Tag Rugby Osmington Bay outdoor adventure trip	Dance: Street Urchins Games: Tag Rugby	Gym: Matching and Mirroring Games: Hockey	Dance: French Country dancing Games: Hockey	Gym: Circuit training Games: Cricket	Games: Cricket Rounders
Music	Music Express Units: Journeys World Unite Other: Carol Singing		Other: Samba		Music Express Units: Growth Other: Year 6 Production – singing and performance	

Year 6 – Culture Subjects Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Vile Victorians!		Mayan Mystery		To Be Or Not To Be!	
PSHE	All About Me Class Charter Osmington Bay preparation	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Character Education	Growth Mindset – How amazing is my brain? Osmington Bay trip Class Captain elections Bikeability Reading FC Premier League Stars – Chris Berry Harvest Festival Wokingham Food Bank		Growth Mindset Colour & Light Show Fairtrade Fortnight Children’s mental health awareness week – sleep		Growth Mindset Cooking for an invited guest Walk to school week Sports Day Year 6 Production	
Diversity Links	Mary Anning – famous fossil hunter		Looking at different cultures - representing a balanced view of life in South America v UK		Celebrating differences and uniqueness – Wonder by A J Palacio Equality in the theatre – gender / race / age / disability blind performances Food from different countries and regions	

Year 6 – Character Subjects Overview

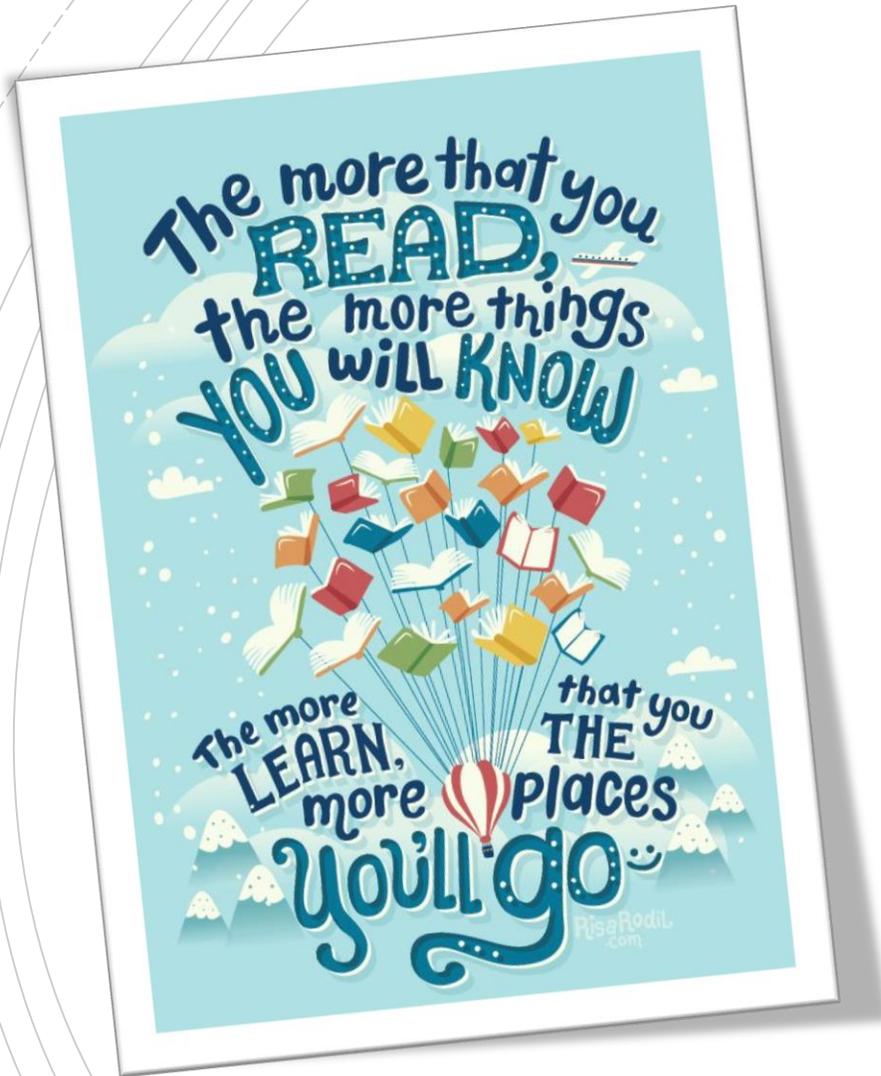
Core Faculty

Reading, writing and mathematics give children the tools to gain knowledge and understanding in any subject. Within our faculty, we aim to carefully construct learning within these three core subjects to enable our children to be the most successful learners they can in all areas of the curriculum.

Phonics
and
Reading

Writing

Maths



Phonics and Reading

- Intent and Purpose p54
- Implementation and Pedagogy p59
- Breadth p63
- Key Concepts p66
- Progression Maps p67

Phonics and Reading Intent and Purpose

Why do we teach phonics?

Phonics is an important tool to develop reading fluency. The Department for Education National Curriculum for England states that reading helps pupils to develop culturally, emotionally, intellectually and socially.

An important goal of the curriculum is therefore to enable young learners to become fluent readers. Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.

Why do we teach reading?

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to 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 who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Phonics and Reading Intent and Purpose

What is the aim of our curriculum for phonics?

Our aim is for all children to leave Nine Mile Ride:

- having made the best possible progress as a result of consistent, Quality First Teaching and (where appropriate) additional interventions to narrow the gaps in children's learning.
- confident to try new things, experiment with their writing, take risks, and continue to expand their experience of reading.
- reading fluently, with confidence in any subject in their forthcoming secondary education.

What is the aim of our curriculum for reading?

The national curriculum for reading 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 appreciate our rich and varied literary heritage
- word reading
- comprehension (both listening and reading)

Our phonics and reading curriculum should ensure that:

- Children leave Nine Mile Ride with a love of reading. They are able to reference a wide range of different authors, from different literary traditions and genres.
- Children leave Nine Mile Ride having made the best possible progress as a result of consistent, Quality First Teaching and (where appropriate) additional interventions to narrow the gaps in children's learning.
- Children leave Nine Mile Ride confident to try new things, experiment with their writing, take risks, and continue to expand their experience of reading.

Phonics and Reading Intent and Purpose

What do we teach in our reading curriculum?

EYFS

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. At Nine Mile Ride we teach reading through Little Wandle Letters and Sounds SSP, using actions to support teaching of phonemes. This phonic knowledge feeds into their ability to decode to read simple sentences. We promote a love of reading and embed this into our daily routine, through reading for pleasure in our book corners and end of day stories to the children. We encourage children to explore their own interests through reading and create their own stories based on stories they are familiar with. We also use the scheme of Talk for Writing to support the children's understanding of the structure of stories.

Year 1

In year 1, pupils build on work from the EYFS, making sure that they can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Pupils continue to learn new GPCs and revise and consolidate those learnt earlier. Alongside this knowledge of GPCs, pupils develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary. Pupils are helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill will have extra practice 1:1 with an adult or through our SSP intervention programme and Pixl interventions.

Year 2

In year 2, pupils should be able to read all common graphemes. They will be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They will also be able to read many common words containing GPCs taught so far without needing to blend the sounds out loud first. Pupils' reading of common exception words should be secure. Finally, pupils will be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. Pupils will also listen to and discuss a wide range of stories, poems, plays and information books. Pupils who read well will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

LKS2

Word Reading:
 apply their growing knowledge of root words, prefixes and suffixes.
 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension:
 develop positive attitudes to reading, and an understanding of what they read
 understand what they read, in books they can read independently
 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.

UKS2

Word Reading:
 apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet

Comprehension:
 maintain positive attitudes to reading, and an understanding of what they read
 understand what they read
 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.

Phonics and Reading Intent and Purpose

What do we teach in our phonics curriculum?

EYFS

Introduce Phase 2

The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no.

Introduce Phase 3

The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word vision will be taught at Phase Five). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

Y1

Revisit Phase 3

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Phase 4

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

Phase 5

Y2

Revisit phase 4 and 5 sounds if needed

In Phase Six, many children will be able to read texts of several hundred words fluently at their first attempt. Those children who are less fluent may benefit from rereading shorter texts several times, not in order to memorise the texts, but to become more familiar with at least some of the words that cause them to stumble, and to begin to experience what fluent reading feels like.

Introduce Phase 6

KS2

Continue to revisit phase 4 and 5 sounds as appropriate.

Use knowledge of phonics to apply in different spelling contexts, with a range of familiar and unfamiliar vocabulary.

Use a range of prefixes and suffixes independently, identifying how they affect the root words.

Phonics and Reading Intent and Purpose

How does our phonics and reading curriculum link to our key curriculum competencies?

Character

Phonics and reading can be challenging, and requires perseverance to succeed, especially within the Early Years when children are segmenting and blending to start reading. Throughout the reading process from foundation to Year 6 a Growth Mindset is required. For children to become inquisitive readers and broaden their vocabulary, which in turn will support each child with not only reading but comprehension, speaking and writing.

Cultural

A secure understanding of phonics and reading supports all career paths. With children competent within reading it will support their ability to succeed within their life-long learning journey. Children will be equipped to read a variety of texts from their schooling which can be used throughout their adult life to give them the tools to make their own judgements.

Core

Phonics and reading is a core element to the core subject English. A secure understanding of decoding is an essential foundation for further study in the subject.

Curriculum

There are a vast amount of cross-curricular opportunities for pupils to apply their phonics and reading skills in other subjects.

Reading skills support with;

DT – reading instructions to make objects and cook

Mathematics – For reading problems and written numbers

Science – reasoning and using key vocabulary

Music – reading lyrics for singing

Geography – reading different countries on a map and signs in local area.

Phonics and Reading Implementation and Pedagogy

How is phonics and reading taught at Nine Mile Ride?

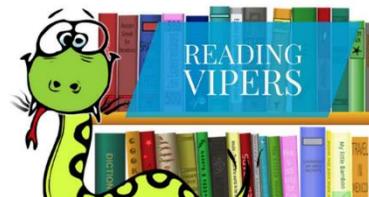
- Phonics is taught using the structure of our systematic synthetic programme 'Little Wandle Letters & Sounds'. This comprehensive programme provides a multi-sensory approach, using letter frames, flash cards, phonic games and listening activities.
- Using the Little Wandle Letters & Sounds lesson structure, each session will follow the same format of introduce, revisit and review, teach, practise and apply. This ensures that children learn new sounds whilst applying taught sounds to their reading of new words. Children work on decoding, segmenting and blending in every lesson. Children are exposed and use the correct subject specific technical vocabulary (such as phoneme, digraph, trigraph). Our lessons are designed to meet the children's needs based on our on-going phonic assessments. This informs planning and streaming within year groups.
- During daily direct teaching sessions, the teacher will provide clear model and pronunciation of sounds, observing and assessing children to ensure those who have a secure understanding are able to move on as well as be aware of those children who need to revisit certain sounds. They will also be addressing misconceptions during the lesson. Children will be active participants in every lesson.
- Phonics resources are consistent throughout the school, allowing children to apply their phonic knowledge in all areas of the curriculum. Phonics and word mats support spelling and writing across the curriculum and having access to Phonics displays enables children to apply taught knowledge and skills to decode unfamiliar words in the classroom.
- Reading scheme books provide decodable reading material to ensure that, as children move through the early stages of acquiring phonic knowledge and skills, they can practice by reading texts closely matched to their level of phonic attainment. Texts from a range of genres and publishers are matched by phonics phases and colour reading band to ensure children are reading at 90% fluency.



Phonics and Reading Implementation and Pedagogy

How is phonics and reading taught at Nine Mile Ride?

- Reading at Nine Mile Ride Primary School is taught using a range of approaches that provide an array of opportunities to develop a love of reading that we hope will stay with them for life. This should empower them to succeed in other curriculum areas. All children will experience:
 - Direct, focused, high-quality phonics is taught everyday in EYFS and KS1 as a method to teach children to read the sounds in words. It helps children to learn to read quickly and skillfully. Decoding as a method to read unfamiliar words enables children to read with increasing fluency and begin to apply their phonic knowledge to spell words. Additional support and interventions are provided by highly trained teachers and teaching assistants across EYFS & KS1 as well as for those children in KS2 who do not pass the phonics screening and require extra support. Little Wandle Letters and Sounds 'Keep up' programme is used across the school providing a high quality and progressive teaching programme.
 - A range of high-quality texts are available as printed books through the class book shelves, school library and as ebooks through our online Accelerated Reader library, providing a familiarity with choosing both fiction, non-fiction and poetry books as well as an opportunity to choose books to read for pleasure. Texts reflect the interests of the children and our school community, providing diverse and culturally rich texts.
 - A whole-class reading approach so that all children are immersed in high-quality literature, discussions and reasoning to develop fluency, comprehension, vocabulary, as well as listening to high-quality modelled reading.
 - A range of question types in the style of VIPERS, using Answer, Prove it, Explain it (APE) or Point, Evidence, Explanation (PEE) in addition to PiXL reading strategies.



Phonics and Reading Implementation and Pedagogy

Why is phonics and reading taught in this way?

- Little Wandle Letters & Sounds aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed synthetic and systematic programme for teaching phonic skills and decoding as the main method of reading for children starting by the age of five, with the aim of them becoming fluent readers by age seven.
- Our results indicate that our chosen SSP of Little Wandle Letters & Sounds develops successful readers. This also supports our strong phonic screening results and reading results at the end of KS1 and KS2. At cluster and trust meetings in foundation stage and KS1 we have discussed the impact of our complete phonic programme effectiveness.
- At Nine Mile Ride we will empower children through their ability to be confident readers and speakers. This will develop their fluency and vocabulary. We also want to ensure children have a love of language and are aware of how others speak.
- The aim of whole class reading is to expand pupils' vocabulary and deepen their understanding of the texts that they are reading. We do this through explicit teaching of vocabulary before reading the text and re-reading sections, looking closely at the elements which require further understanding, keeping in mind that children must learn to infer and infer meaning from the text, predict, explain the meaning and comment on the author's choice of vocabulary or style, retrieve information and sequence or summarise. Questions check pupils' understanding of previous extracts as well as the current text in order to enhance their memory and make links across a range of books.

Phonics and Reading Implementation and Pedagogy

How will we know if children are making progress?

- Evidence of good phonics progress can be seen through our ongoing phonics assessment as well as in the year 1 phonics screening results. Our children will be fluent readers who show interest and enthusiasm, achieving a good level of development at the end of foundation stage and achieve expected standard by the end of KS1.
- By using 'Phonics Tracker' as an assessment tool, we are able to have a comprehensive understanding of every individual's strengths and next steps and identify any trends across teaching groups to inform future planning. Identified gaps can be targeted through high-quality first teaching and the use of the 'Keep up' phonics intervention programme that is consistent with our chosen SSP.
- Not only reaching a good level of development at the end of EYFS and meeting the expected standard by the end of KS1 & KS2, children will leave Nine Mile Ride Primary with a love of reading, able to reference a wide range of different authors and texts, from different literary traditions and genres. They will be confident readers with a developed fluency and vocabulary, able to decode and engage in discussion around texts.
- Reading assessment in EYFS & KS1? Pixl assessments, matched book bands etc.
- We assess and track reading progress regularly in KS2 using Accelerated Reader, an online reading programme which allows children to access quizzes after reading a range of books.

Phonics and Reading Breadth

EYFS						
Phonemes	<u>Autumn 1 – Phase 2</u> s a t p i n m d g o c k c k e u r h b f l	<u>Autumn 2 – Phase 2</u> ff ll ss j v w x y z zz qu ch sh th ng nk	<u>Spring 1 – Phase 3</u> ai ee igh oa oo ar or ur ow oi ear air er	<u>Spring 2 – Phase 3</u> Longer words including those with double letters.	<u>Summer 1 – Phase 4</u> Short vowels with adjacent consonants – cvcc, ccvc, ccvcc, cccvc and cccvcc words. Compound and multisyllable words. Words ending in suffixes: -ing, -ed,- est	<u>Summer 2 – Phase 4</u> <u>graphemes</u> Long vowels with adjacent consonants – cvcc, ccvc, ccvcc, cccvc and cccvcc words. Compound and multisyllable words. Words ending in suffixes: -ing, -ed,-
	Common Exception Words	<u>Autumn 1 – Phase 2</u> I is the	<u>Autumn 2 – Phase 2</u> put pull full as and has his her go no to into she push he of we me be	<u>Spring 1 – Phase 3</u> was you they my by all are sure pure	<u>Spring 2 – Phase 3</u> Review all taught so far.	<u>Summer 1 – Phase 4</u> said so have like some come love do were here little says there when what one out today

Phonics and Reading Breadth

Year 1						
	<u>Autumn 1</u>	<u>Autumn 2 – Phase 5</u>	<u>Spring 1 – Phase 5</u>	<u>Spring 2 – Phase 5</u>	<u>Summer 1</u>	<u>Summer 2 - Phase 5</u>
Phonemes	Review Phase 3 & 4 Alternative graphemes	Alternative graphemes	Alternative graphemes	Alternative graphemes	Phonics screening check	Alternative graphemes
	Phase 5 ay ou oy ea	ir igh ue u o i a e a-e i-e o-e u-e e-e ew ie aw	y ea wh oe ou y ow g ph le al c ve o-e se ce ey ui ou	or u oul are au aur oor al tch review – No new GPCs ture al a ear ere wr st sc ch ze	review – No new GPCs	eigh aigh kn gn mb ere eer su si dge y ge ti ssi si ci augh our oar ore
Common Exception Words	<u>Autumn 1</u>	<u>Autumn 2 – Phase 5</u>	<u>Spring 1 – Phase 5</u>	<u>Spring 2 – Phase 5</u>	<u>Summer 1</u>	<u>Summer 2 – Phase 5</u>
	Review Phases 2-4 the put pull full push into to I no go want of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	their people oh your Mr Mrs Ms ask could would should our house mouse water	any many again who whole where two school call different thought through friend work	once laugh because eye	Phonics screening check review – No new 'tricky words'	busy beautiful pretty hour move improve parents shoe

Phonics and Reading Breadth

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts	• Little Red Hen	• Whatever Next!	• Billy's Bucket	• The Firework Maker's Daughter	• The Thieves of Ostia	• Cosmic	• Voices in the Park
	• We're going on a Bear Hunt	• The Snail and the Whale	• The Lighthouse Keeper's Christmas	• Secrets of a Sun King	• Stuart Little	• Percy Jackson and the Lightning Thief	• Street Child
	• Billy's Bucket	• The PaperBag Princess	• Vlad and the Great Fire of London	• Harry Potter and the Philosopher's Stone	• My Friend Walter	• Letter's from the Lighthouse	• A Christmas Carol
	• Biscuit Bear		• The Three Little Wolves and the Big Bad Pig				• The Explorer
	• Surprising Sharks		• Into the Forest				• A Midsummer
	• Tom and the island of Dinosaurs		• The Dinosaur's Diary				
	• Bog Baby		• George's Marvellous Medicine				
	• The Frog Prince						

Phonics and Reading Key Concepts



Phonics Progression Map – Decoding

R	<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
1	<ul style="list-style-type: none">• Apply phonic knowledge and skills as the route to decode words.• Blend sounds in unfamiliar words using the GPCs that they have been taught.• Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.• Read words containing taught GPCs.• Read words containing -s, -es, -ing, -ed and -est endings.• Read words with contractions, e.g. I'm, I'll and we'll.• Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
2	<ul style="list-style-type: none">• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.• Accurately read most words of two or more syllables.• Read most words containing common suffixes.• Read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Phonics Progression Map – Decoding

3

- Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).
- Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.
- Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.
- Begin to read Y3/Y4 exception words.

4

- Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).
- Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.
- Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.
- Read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.

5

- Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
- Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.
- Read most Y5/ Y6 exception words.

6

- Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
- Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Reading Progression Map – Vocabulary

	Fluency	Correcting Inaccuracies	Building Vocabulary
R	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Start to check that a text makes sense, using visual and contextual clues to help 	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
1	<ul style="list-style-type: none"> • To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • To reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Check that a text makes sense to them as they read and to self- correct. • Use knowledge of sentence grammar to check if reading ‘sounds right’. 	<ul style="list-style-type: none"> • Discuss word meaning and link new meanings to those already known.
2	<ul style="list-style-type: none"> • Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • Reread these books to build up fluency and confidence in word reading. • Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	<ul style="list-style-type: none"> • Use sentence grammar to support understanding of unfamiliar words. • Check that the text makes sense to them as they read and to correct inaccurate reading. 	<ul style="list-style-type: none"> • Increase vocabulary using understanding of context to know what they mean. • Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases.

Reading Progression Map – Vocabulary

	Fluency	Correcting Inaccuracies	Building Vocabulary
3	<ul style="list-style-type: none"> • Read high and medium frequency words automatically • Recognise a range of prefixes and suffixes to support decoding of words when reading • Use tone, intonation and expression when reading aloud • Use a range of self-help strategies to tackle unfamiliar words and texts 	<ul style="list-style-type: none"> • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	<ul style="list-style-type: none"> • Increase vocabulary using understanding of context to know what they mean. • Discuss authors’ choice of words and phrases for effect.
4	<ul style="list-style-type: none"> • Rapid and automatic decoding of most unfamiliar words using secure phonic knowledge • Make meaning from unfamiliar words through their structure and context • Recognise how simple and complex sentences affect meaning and impact • Use punctuation to determine intonation and expression when reading aloud 	<ul style="list-style-type: none"> • Use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • Discuss vocabulary used to capture readers’ interest and imagination

Reading Progression Map – Vocabulary

	Fluency	Correcting Inaccuracies	Building Vocabulary
5	<ul style="list-style-type: none"> • Re-read and reads ahead to locate clues to support understanding. • Use different voices when reading aloud to enhance mood and meaning. • Scan texts to locate key information. 		<ul style="list-style-type: none"> • To discuss vocabulary used by the author to create effect including figurative language. • To evaluate the use of authors' language and explain how it has created an impact on the reader.
6	<ul style="list-style-type: none"> • Use phonic and etymological knowledge to pronounce words correctly. • Skim texts to ascertain the gist. • Employ dramatic effect to engage listeners whilst reading aloud. • Use a combination of scanning and close reading to locate information. 		<ul style="list-style-type: none"> • To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Reading Progression Map – Inference

R	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Read from left to right, top to bottom.
1	<ul style="list-style-type: none">• Use context to support understanding of texts.• Make basic inferences such as know who is speaking.• Link what they have read or have read to them to their own experiences.
2	<ul style="list-style-type: none">• Make inferences on the basis of what is being said and done.• Give reasons for why events happen and characters behave as they do.
3	<ul style="list-style-type: none">• Infer characters' feelings in fiction.• Infer the likely consequences of a logical explanation.• Relate general knowledge to texts to clarify understanding.
4	<ul style="list-style-type: none">• Use deduction to identify possible reasons for characters' behaviour and actions.• Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.• Tease out clues and ideas from texts to clarify understanding.
5	<ul style="list-style-type: none">• Draw inferences from characters' feelings, thoughts and motives.• Uses the text to justify their inferences.
6	<ul style="list-style-type: none">• Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters.• Discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Reading Progression Map – Prediction

R	<ul style="list-style-type: none">• Anticipate (where appropriate) key events in stories
1	<ul style="list-style-type: none">• Make reasoned predictions.• Discuss the significance of titles and make predictions from these.• Predict what might happen on the basis of what has been read so far.
2	<ul style="list-style-type: none">• Make predictions based on knowledge of the text or the author.• Predict what might happen on the basis of what has been read so far in a text.• Recognise simple recurring literary language in stories and poetry and use this to predict patterns in stories and poems.
3	<ul style="list-style-type: none">• Justify predictions using evidence from the text.
4	<ul style="list-style-type: none">• Justify predictions from details stated and implied
5	<ul style="list-style-type: none">• Make predictions of events based on details stated and implied, justifying them in detail with evidence from the text.
6	<ul style="list-style-type: none">• Predicts characters actions and reasons for these, using details which are stated or implied and justifies them with evidence from the text.

Reading Progression Map – Explanation

R	<ul style="list-style-type: none">• Understand that fiction books contain stories that are not real.• Understand that non-fiction texts contain information about real things.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
1	<ul style="list-style-type: none">• Recognises the different features of books; chapters, pages, contents etc.• Recognise the main features of different texts; e.g. openings, problems and endings; instructional features; information.• Recognise and talk about the effect of language patterns and repetition.• Understand the difference between fact and fiction.
2	<ul style="list-style-type: none">• Recognise and explain organisational features of texts.• Identify the purpose of a book.
3	<ul style="list-style-type: none">• Recognise how different texts are presented; e.g. magazines; leaflets.• Talk about why certain texts appeal to readers.• Identify techniques authors use to affect the reader
4	<ul style="list-style-type: none">• Explain how ideas are developed in non-fiction texts.• Identify the key features of different text-types.• Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).• Identify how language, structure and presentation contribute to meaning
5	<ul style="list-style-type: none">• Understand the writer’s perspective from explicit and implicit opinion.• Compare the themes and structures of different narrative texts.• Compare the features and structures of different types of non-fiction texts.
6	<ul style="list-style-type: none">• Understand underlying themes, causes and consequences within whole texts.• Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).• Recognise authors’ techniques to influence and manipulate the reader.

Reading Progression Map – Retrieval

R	<ul style="list-style-type: none">• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.• Recognise story openings and characters.
1	<ul style="list-style-type: none">• Find specific information in simple texts.
2	<ul style="list-style-type: none">• Gather ideas and information from across a text.• Navigate texts to retrieve information.
3	<ul style="list-style-type: none">• Retrieve and record information from non-fiction texts using navigational tools (e.g. index, contents).• Can find key words in a range of texts.
4	<ul style="list-style-type: none">• Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information• Scan for key words in texts to locate information quickly.
5	<ul style="list-style-type: none">• Uses a range of techniques to locate information in fiction and non-fiction texts to answer questions based on the text.
6	<ul style="list-style-type: none">• Develops techniques to quickly retrieve information in wide variety of texts.

Reading Progression Map – Sequence / Summary

R

- Orally sequence main events
- Anticipate (where appropriate) key events in stories.
- Retell stories in the correct sequence
- Use language patterns in retellings

1

- Identify the main events in stories
- Identify the main characters in stories
- To retell familiar stories in increasing detail.

2

- Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.
- Discuss the sequence of events in books and how items of information are related.

3

- Make notes of the key points in a text.
- Retell a story clearly, with some detail.

4

- Locate and summarise details from a text to support opinions and predictions.
- Identify main ideas drawn from more than one paragraph and summarise these.

5

- Extract information from across a text and summarise in note form.
- Identify main ideas drawn from more than one paragraph and to summarise these.

6

- Draw out key information and to summarise the main ideas in a text.

Reading Progression Map – Engagement

- | | |
|----------|--|
| R | <ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.• Make comments about what they have heard and ask questions to clarify their understanding.• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| 1 | <ul style="list-style-type: none">• Use patterns and repetition to support oral retelling.• Make personal reading choices and explain reasons for choices.• Make links between events and ideas in texts and personal experience.• Recognise the differences between fiction and non-fiction texts and their purposes.• Begins to make links between different texts• Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.• Join in with discussions about a text, taking turns and listening to what others say. |
| 2 | <ul style="list-style-type: none">• Choose and read whole books at appropriate levels.• Talk about reasons for book choices.• Use books and stories as a stimuli for role play• Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.• Ask and answer questions about a text.• Make links between the text they are reading and other texts they have read (in texts that they can read independently). |

Reading Progression Map – Engagement

- | |
|---|
| <p>3</p> <ul style="list-style-type: none">• Choose to read a widening range of books.• Make comparisons between books.• Empathise with characters.• Debate moral dilemmas in texts• Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.• Use appropriate terminology when discussing texts (plot, character, setting).• Compare and evaluates different non-fiction texts. |
| <p>4</p> <ul style="list-style-type: none">• Discuss and compare texts from a wide variety of genres and writers.• Read for a range of purposes.• Identify themes and conventions in a wide range of books.• Willingly read a wide range of authors and genres.• Makes connections between fiction and non- fiction texts and the real world.• Navigates web sites. |

Reading Progression Map – Engagement

5

- Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.
- 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.
- Recommend texts to peers based on personal choice.
- Understand own reading habits and set personal goals.
- Explore themes through poetry, prose and other media.
- Articulate a personal response and find evidence to support this.

6

- Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- Recognise more complex themes in what they read (such as loss or heroism).
- 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.
- Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
- Compare characters, settings and themes within a text and across more than one text.
- Read extensively for pleasure.
- Read longer texts with sustained stamina and interest.
- Compare texts written in different periods.

Reading Progression Map – Poetry and Performance

R

- Perform songs, rhymes, poems and stories with others
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.

1

- Recite simple poems by heart.

2

- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

3

- Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.
- To begin to use appropriate intonation and volume when reading aloud.

4

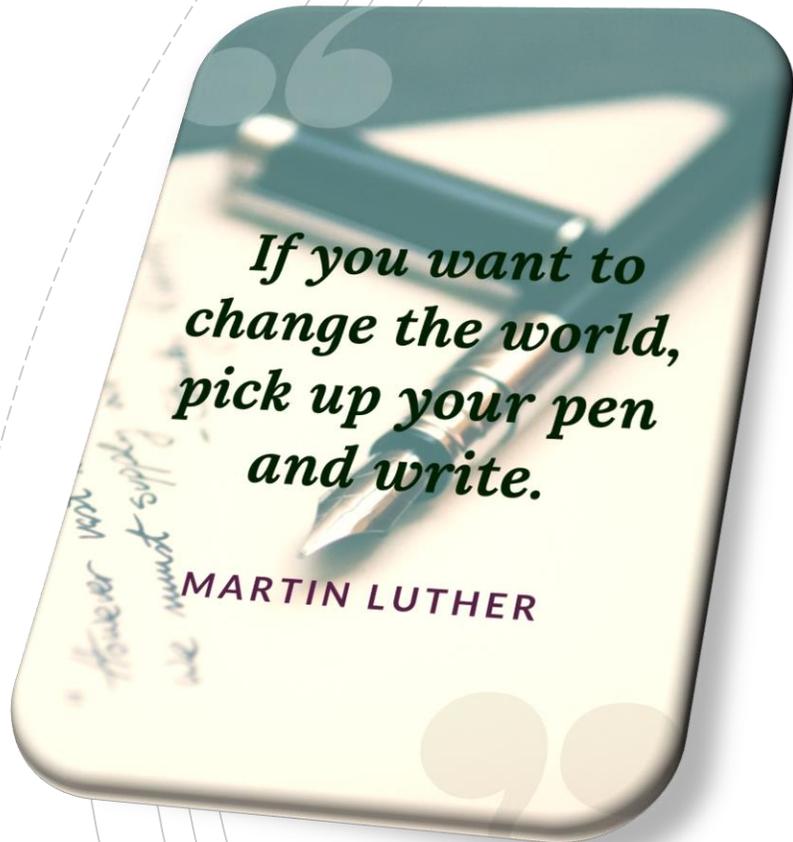
- Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).
- Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.

5

- Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.

6

- Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.



Writing

- Intent and Purpose p82
- Implementation and Pedagogy p85
- Breadth p87
- Key Concepts p89
- Progression Maps p90

Writing Intent and Purpose

Why do we teach writing?

At Nine Mile Ride Primary School, we intend to provide pupils with the skills needed to allow them to write and share their ideas and emotions effectively. Pupils will leave our school with the skills that enable them to write for a range of audiences, purposes, and formalities. This will allow them to continue to achieve and shine as they progress to further education and onto their working lives.

We promote high standards of language and literacy from Foundation Stage to Year 6 with a wide variety of opportunities that allow them to apply and develop their writing skills across the curriculum.

Spelling is one of the strong foundations on which writing is built. Progressing from phonics, an understanding of orthography and morphology allows children to apply their ever growing understanding to new words and contexts which is why spellings are taught weekly and practised as part of the children's homework

What is the aim of our curriculum for writing?

Within our English lessons, we cover a range of fiction, non-fiction and poetic themes. This enables the children to develop the skills needed for them to be able to confidently write for a range of purposes and audiences.

We expect children to be able to plan, revise and reflect on their writing. This is supported through the Talk for Writing process which allows the children to develop these skills, in an age-appropriate manner. The Talk for Writing progression supports the acquisition of a varied and diverse vocabulary that the children can then use confidently in their own writing, using adapted language and styles to suit the range of contexts that they will write for.

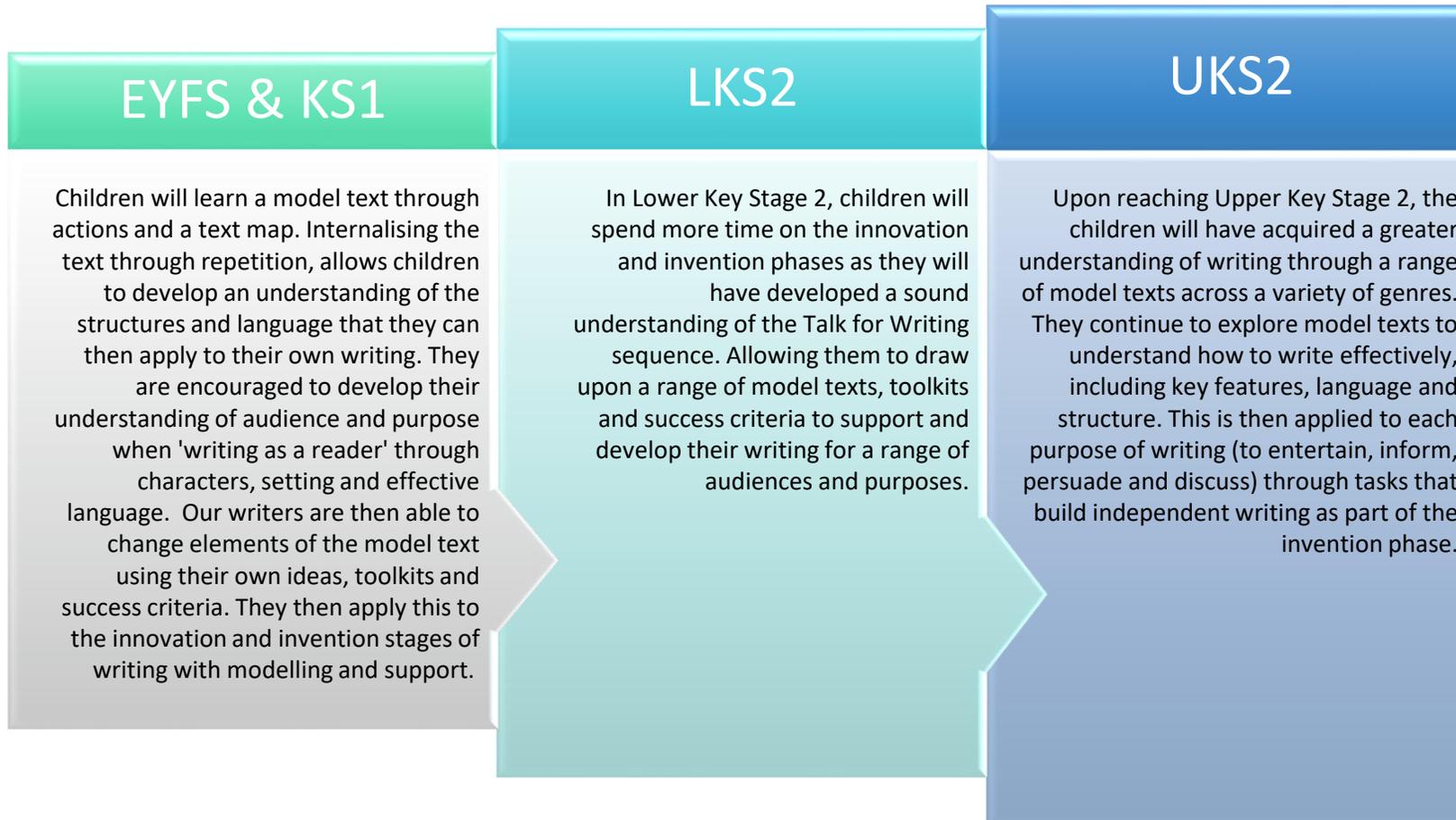
Embedded in our Talk for Writing lessons will also be opportunities to discuss, elaborate and explain their understanding and the ideas of others through shared discussion which is an important element to learning. These opportunities help to develop our children's speaking and listening skills which may help to develop their ideas before they are transcribed.

As well as the Talk for Writing texts, children will also be exposed to a range of rich literature that will help the children to gain an appreciation for our rich literary heritage.

In addition, we intend for children to have the transcription skills that will allow them to succeed in their educational and future lives. Handwriting should be legible, cursive and, eventually, speedy. Presentation in all books should reflect one of the school's values and expectations: respect.

Writing Intent and Purpose

What do we teach in our writing curriculum?



Writing Intent and Purpose

How does our writing curriculum link to our key curriculum competencies?

Character

Writing across the curriculum creates many opportunities for character development and reflection.

Within PSHE and RE, there are many opportunities to write about, and explore; the beliefs of others – writing in a respectful manner; reflecting on moral and ethical issues; appreciating different viewpoints; writing about different cultural opportunities.

Across the curriculum, there are many opportunities for children to reflect on their Growth Mindset that we encourage by striving to develop their writing skills both in composition and transcription.

Cultural

A secure understanding of writing supports all career paths. With children competent within writing it will support their ability to succeed within their life-long learning journey. Children will be equipped to write for a variety of purposes and audience which can be used throughout their adult life to give them the tools to make their own judgements.

Core

Writing has clear links to the other core subjects. Writing is a process which may contribute to creative problem solving in maths and a developed vocabulary when reading which would allow them to access more challenging texts.

Curriculum

Within almost all curriculum areas at Nine Mile Ride there are opportunities to write. This should be encouraged and embedded because it will contribute to the range of purposes that children have been exposed to, building a well-rounded writer.

Writing Implementation and Pedagogy

How is writing taught at Nine Mile Ride?

- Writing at Nine Mile Ride Primary School is taught using a Talk for Writing approach, typically work through three key phases of writing to develop confidence, knowledge and independence. There are the imitation/immersion, innovation and invention phases. This supports children in developing the skills needed to be thoughtful readers and creative writers for a range of purposes (to entertain, inform, persuade and discuss). Through this multi-sensory and interactive approach, children learn to write for a range of story/ text types using a range of methods including:
 - listening to and learning texts and stories;
 - drawing and story mapping;
 - collecting words and language strategies to develop vocabulary;
 - building their working knowledge of grammar.
- As children progress through the school, they will more loosely follow this structure, supporting their learning and understanding of texts while developing themselves as independent writers.
- Elements of grammar, punctuation and spelling will be integrated into the units of learning that children will be undertaking, and spelling is taught discreetly, following the PiXL Spelling Tracker in KS1, and the National Curriculum spelling objectives in KS2.



Talk for Writing™

Writing Implementation and Pedagogy

Why is Writing taught in this way?

- The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through ‘talking the text’, as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

How will we know if children are making progress?

- Children at Nine Mile Ride will be able to express their opinions and write in a structured, technically accurate way. They will be confident to experiment with their writing across a range of genres and curriculum areas, ready to continue to expand their experiences of writing as they move through the key stages and onto secondary school.
- For every unit of learning, children will complete a ‘cold’ task at the start, and a ‘hot’ task at the end – this will be used to monitor children’s progression within that unit of learning. Text-types can be revisited using ‘warm’ tasks, following a unit of learning.

Writing Breadth

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction	<ul style="list-style-type: none"> Retelling a fairy tale: The Little Red Hen Story sequencing: We're Going on a Bear Hunt Sentence writing: The Snowman; Billy's Bucket; Tom and the Island of Dinosaurs Descriptive Writing: The Bog Baby; The Google-Eyed Goat Narrative: The Frog Prince; Click-Clack Moo 	<ul style="list-style-type: none"> Journey tale: We're Going on a Bear Hunt Wishing tale: Peace at Last Losing tale: Handa's Hen Finding tale: Jack and the Beanstalk 	<ul style="list-style-type: none"> Defeating the monster tale: The Lighthouse Keeper's Lunch Warning tale: Little Red Riding Hood Meeting tale: The Enormous Crocodile 	<ul style="list-style-type: none"> Wishing tale: the Firework Maker's Daughter Defeating the monster tale - Grand Pharoah Terrace Fantasy setting - The Magician's shop 	<ul style="list-style-type: none"> Settings and description: Escape from Pompeii Finding tale: The Polar Bear's Son Journey tale: Stuart Little Suspense: The Nightmare Man 	<ul style="list-style-type: none"> Suspense: Alien landing Warning tale: Daedalus and Icarus Fables: The Fox and the Crane Losing Tale: The Gas Mask Historical Fiction: Rose Blanche 	<ul style="list-style-type: none"> Narrative Writing: based on Street Child and The Explorer Alternative Endings: Wing Fantasy: The Story of Bottom Suspense: The Woman in White; Hound of the Baskervilles
Poetry	<ul style="list-style-type: none"> Rhyming stories 	<ul style="list-style-type: none"> Firework poetry 	<ul style="list-style-type: none"> Patterned Poetry: The Magic Box Riddles: Stegosaurus Riddle 	<ul style="list-style-type: none"> Observation - Candle Flame 	<ul style="list-style-type: none"> The Cave of Curiosity Senses: The Sound Collector 	<ul style="list-style-type: none"> Six Ways to Look at a Moon A Boy's Head 	<ul style="list-style-type: none"> Remembrance poetry Sonnets

Writing Breadth

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non Fiction	<ul style="list-style-type: none"> • Labelling • Name writing • Non-fiction: Surprising Sharks; Mini-beasts • Recount: garage trip; farm trip • Instructions: Biscuit Bear 	<ul style="list-style-type: none"> • Instructions: How to make a stir fry • Persuasion: postcards • Recount: trip to Windsor • Non-chronological report: Tell Me a Dragon 	<ul style="list-style-type: none"> • Instructions: How to trap a seagull • Non-chronological report: The Mighty Seahorn • Discussion: Should Little Red Riding Hood be sent into the woods alone? • Explanation: Why did dinosaurs become extinct? • Diary writing: Mary Anning 	<ul style="list-style-type: none"> • Persuasion: Letter to King James I • Recount and report: King Tut in Murder Mystery • Playscript: Harry Potter and the Cursed Child 	<ul style="list-style-type: none"> • Instructions: How to keep Caesar Happy • Recount: Fir Classes Adventure to Brighton – recount • Non Chronological Report: North American animal • Explanation: How a giant spider traps its prey • Newspaper report 	<ul style="list-style-type: none"> • Persuasion: Dear Superman • Instructions: How to make onion bhajis • Non-chronological report - Black Dragons • Persuasion: Come to Greece • Instructions: How to make an Anderson Shelter • Non-Chronological Reports: Greek theatre; War Inventions • Diaries: Declaration of War 	<ul style="list-style-type: none"> • Formal / informal letters: Voices in the Park; French Roast • Auto-biography • Biography: Great Britons • Newspaper and recount: Osmington Bay • Persuasion: Stop deforestation • Information texts: Mayan Gods • Non-Chronological Report: The Globe Theatre • Balanced discussions: Topical discussion

Writing Key Concepts



Writing Progression Map – Composition

	Planning, Writing and Editing	Awareness of Audience, Purpose and Structure
R	<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.	<ul style="list-style-type: none">• Write simple phrases and sentences that can be read by others.
1	<ul style="list-style-type: none">• Say out loud what they are going to write about.• Compose a sentence orally before writing it.• Sequence sentences to form short narratives.• Discuss what they have written with the teacher or other pupils.• Reread their writing to check that it makes sense and to independently begin to make changes.• Read their writing aloud clearly enough to be heard by their peers and the teacher.• Use adjectives to describe.	<ul style="list-style-type: none">• Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.• Start to engage readers by using adjectives to describe.

Writing Progression Map – Composition

	Planning, Writing and Editing	Awareness of Audience, Purpose and Structure
2	<ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real and fictional). • Write about real events. • Write simple poetry. • Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary • Encapsulate 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. • Reread to check that their writing makes sense and that the correct tense is used throughout. • Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). 	<ul style="list-style-type: none"> • Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. • Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. • Read aloud what they have written with appropriate intonation to make the meaning clear.
3	<ul style="list-style-type: none"> • Begin to use ideas from their own reading and modelled examples to plan their writing. • Proofread their own and others’ work to check for errors (with increasing accuracy) and to make improvements. • Begin to organise their writing into paragraphs around a theme. • Compose and rehearse sentences orally (including dialogue). 	<ul style="list-style-type: none"> • Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). • Make deliberate ambitious word choices to add detail. • Begin to create settings, characters and plot in narratives.

Writing Progression Map – Composition

	Planning, Writing and Editing	Awareness of Audience, Purpose and Structure
4	<ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. • Proofread consistently and amend their own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. 	<ul style="list-style-type: none"> • Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). • Write a range of narratives that are well- structured and well-paced. • Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. • Begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.
5	<ul style="list-style-type: none"> • Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. • Consistently link ideas across paragraphs. • Proofread their work to assess the effectiveness of their own and others’ writing and to make necessary corrections and improvements. 	<ul style="list-style-type: none"> • Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. • Describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. • Regularly use dialogue to convey a character and to advance the action. • Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

Writing Progression Map – Composition

Planning, Writing and Editing

Awareness of Audience, Purpose and Structure

- 6**
- Note down and develop initial ideas, drawing on reading and research where necessary.
 - Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
 - Use a wide range of devices to build cohesion within and across paragraphs.
 - Habitually proofread for spelling and punctuation errors.
 - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
 - Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).
 - Distinguish between the language of speech and writing and to choose the appropriate level of formality.
 - Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Writing Progression Map – Grammar and Punctuation

	Sentence Construction and Tense	Use of Phrases and Clauses
R	<ul style="list-style-type: none"> • Begin to use simple sentence structures. • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Begin to use simple conjunctions such as 'and'.
1	<ul style="list-style-type: none"> • Use simple sentence structures. 	<ul style="list-style-type: none"> • Use the joining word (conjunction) 'and' to link ideas and sentences. • Begin to form simple compound sentences.
2	<ul style="list-style-type: none"> • Use the present tense and the past tense mostly correctly and consistently. • Form sentences with different forms: statement, question, exclamation, command. • Use some features of written Standard English. 	<ul style="list-style-type: none"> • Use co-ordination (or/and/but). • Use some subordination (when/if/ that/because). • Use expanded noun phrases to describe and specify (e.g. the blue butterfly).
3	<ul style="list-style-type: none"> • Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. • Use 'a' or 'an' correctly throughout a piece of writing. 	<ul style="list-style-type: none"> • Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. • Use a range of conjunctions, adverbs and prepositions to show time, place and cause.

Writing Progression Map – Grammar and Punctuation

	Sentence Construction and Tense	Use of Phrases and Clauses
4	<ul style="list-style-type: none"> Always maintain an accurate tense throughout a piece of writing. Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. 	<ul style="list-style-type: none"> Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
5	<ul style="list-style-type: none"> use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. Ensure the consistent and correct use of tense throughout all pieces of writing. 	<ul style="list-style-type: none"> Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
6	<ul style="list-style-type: none"> Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. 	<ul style="list-style-type: none"> Use the subjunctive form in formal writing. Use the perfect form of verbs to mark relationships of time and cause. Use the passive voice. Use question tags in informal writing.

Writing Progression Map – Grammar and Punctuation

	Punctuation	Use of Terminology
R	<ul style="list-style-type: none"> Use finger spaces between words. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> Recognise letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
1	<ul style="list-style-type: none"> Use capital letters for names, places, the days of the week and the personal pronoun 'I'. Use finger spaces. Use full stops to end sentences. Begin to use question marks and exclamation marks. 	<ul style="list-style-type: none"> Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.
2	<ul style="list-style-type: none"> Use the full range of punctuation taught at key stage 1 mostly correctly including: <ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. 	<ul style="list-style-type: none"> Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.
3	<ul style="list-style-type: none"> Use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas 	<ul style="list-style-type: none"> Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).
4	<ul style="list-style-type: none"> Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. Consistently use apostrophes for singular and plural possession. 	<ul style="list-style-type: none"> Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.
5	<ul style="list-style-type: none"> Use commas consistently to clarify meaning or to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.
6	<ul style="list-style-type: none"> Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. 	<ul style="list-style-type: none"> Recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Writing Progression Map – Presenting Appropriately

R	<ul style="list-style-type: none">• Sit correctly at a table• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.• Write recognisable letters, most of which are correctly formed.• To begin to use finger spaces between words
1	<ul style="list-style-type: none">• Sit correctly at a table, holding a pencil comfortably and correctly• Use finger spaces between words• 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’ (ie letters that are formed in similar ways) and to practise these
2	<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 un-joined• 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.
3	<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 un-joined• Increase the legibility, consistency and quality of their handwriting• To begin to choose how to present their work in an appropriate manner to the task and audience

Writing Progression Map – Presenting Appropriately

- | | |
|----------|---|
| 4 | <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 un-joined• Have legible, consistence and quality in their handwriting• Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters• Choose the writing implement that is best suited for a task• Choose how to present their work in an appropriate manner to the task and audience |
| 5 | <ul style="list-style-type: none">• Has a clear and consistent writing style• Uses diagonal and horizontal strokes and begins to join from f, g, y, and j to further develop fluency. |
| 6 | <ul style="list-style-type: none">• Maintains legibility in joined handwriting when writing at speed.• Varies handwriting styles to suit task and audience |

Writing Progression Map – Spelling

	Coverage	Spelling Rules
R	<ul style="list-style-type: none"> Phase 2 and 3 phonics Spelling digraphs and trigraphs Spelling phase 2/3 tricky words Knowledge of the sounds and names of the letters of the alphabet 	CVC / CVCC words
		Digraphs: sh, ch, th, ck, oi, ee, ar, er
		Trigraphs: ear, igh
1	<ul style="list-style-type: none"> Consolidate phase 3 alongside teaching phase 4/5 Spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week Name the letters of the alphabet 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 Apply simple spelling rules and guidance Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	Double s, f, l, z, k
		Syllable division
		-tch
		Plural: ‘s’ ‘es’
		Split digraph
		/ee/ spelt ‘y’ at the end of words
		oy
2	<ul style="list-style-type: none"> Consolidate phase 4/5 and teach phase 6 Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which 1 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) Distinguishing between homophones and near-homophones Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidelines Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	-ed suffix
		-er, -est suffix
		-ing
		/j/ ending
		/ll/ ending
		Contractions
		Suffixes after a ‘y’
		Suffixes –ment, -ness, -ful, -less
		Suffix -ly

Writing Progression Map – Spelling

Coverage	Spelling Rules
<p>3</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words correctly that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Use the first 2 or 3 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"> Suffix -ly sion / tion Prefixes sure / ture -ous, -ious Adding suffixes beginning a vowel to polysyllabic words cian / ssion
<p>4</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words correctly that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Use the first 2 or 3 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"> Suffix -ly sion / tion Prefixes sure / ture -ous, -ious Adding suffixes beginning a vowel to polysyllabic words cian / ssion

Writing Progression Map – Spelling

Coverage	Spelling Rules
<p>5</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with ‘silent’ letters. • 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 appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus. 	<ul style="list-style-type: none"> tial / cial able / ible cious / tious ant / ent, ancy / ency Adding suffixes beginning with a vowel to words ending in –fer
<p>6</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with ‘silent’ letters. • 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. • Use dictionaries to check the spelling and meaning of words by using the first 3 or 4 letters of a word to check spelling or meaning. • Use a thesaurus. 	<ul style="list-style-type: none"> ei / ie Hyphens Silent letters tial / cial

Mathematics

Good mathematics is
not about how many
answers you know...
It's how you behave
when you don't know.

~Author unknown

- Intent and Purpose p104
- Implementation and Pedagogy p107
- Key Concepts p110
- Breadth and Progression Maps p111

Note:

Due to the nature of the subject, the breadth of knowledge studied and the key concepts being developed are intrinsically linked. Therefore, there are not separate documents detailing the breadth of knowledge and subject overviews then progression within key concepts. Instead, these are combined into a breadth **and** progression map

Mathematics Intent and Purpose

Why do we teach mathematics?

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

What is the aim of our curriculum for mathematics?

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

- 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.
- **reason** mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **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 programmes of study 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.

Mathematics Intent and Purpose

What do we teach in our mathematics curriculum?

EYFS

Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 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.

KS1

Pupils develop confidence and mental fluency with whole numbers, counting and place value. Pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value.

LKS2

Pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. Pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 x table and show precision and fluency in their work.

UKS2

Pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. Pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly.

Mathematics Intent and Purpose

How does our mathematics curriculum link to our key curriculum competencies?

Character *Maths can be challenging, and requires perseverance to succeed. Problem solving activities require application of Growth Mindset and can provide opportunities for the development of communication and teamwork skills.*

Cultural *A secure grasp of maths opens doors to many career options e.g. engineering, medicine, accounting and finance. An understanding of Maths enables citizens to evaluate information provided in contexts such as retail and politics.*

Core *Maths is a core subject. A secure understanding of place value and the number system is an essential foundation for further study in the subject.*

Curriculum *There are many opportunities for pupils to apply their mathematical skills in other subjects: measurement skills are relevant to Science, PE, Geography, DT; data handling skills are relevant to science, geography, computing; geometry is relevant to Art, DT...*

Mathematics Implementation and Pedagogy

How is mathematics taught at Nine Mile Ride?

- Maths at Nine Mile Ride is taught using a 'mastery' approach. Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject and being able to apply concepts in many different contexts. Maths is taught in mixed-ability class groups, where the focus is on all pupils working together on the same lesson content at the same time, as happens in Shanghai and several other regions that teach maths successfully. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind. If a pupil fails to grasp a concept or procedure, this is identified quickly, and early intervention ensures the pupil is ready to move forward with the whole class.
- Teaching is based on the White Rose Maths Hub approach, with lesson design identifying the new mathematics that is to be taught, the key points and potential misconceptions to create a carefully sequenced journey through the learning. Procedural fluency and conceptual understanding are developed in tandem because each supports the development of the other.
- The main resource used in addition to the White Rose resources, is 'Power Maths', supplemented where appropriate by additional resources identified by teachers e.g. White Rose planning, Twinkl 'Diving into Mastery'. Discussion is a key part of teaching, with children being expected to explain their approach to questions; this allows for the development of deeper understanding as well as providing assessment opportunities. Each lesson follows the 'I do, We do, You do' approach with teacher models of the concept being followed by shared work before independent 'Intelligent Practice' that both reinforces pupils' procedural fluency and develops their conceptual understanding.
- Concrete resources are available in all classrooms, with the expectation that children will move from the use of these through pictorial representations to abstract as they gain a secure mental model of the concept. Throughout EYFS and KS1 children are introduced to a range of concrete resources and are strongly encouraged to use these to develop a deeper understanding of concepts by seeing it visually, rather than as an abstract. In KS2, resources are still available to all pupils and withdrawal of these is determined by need, not age or year group.
- Daily fluency sessions happen outside of the main maths lessons, and focus on key facts such as multiplication tables and addition facts. In Key Stage 1 children use the Number Sense Maths programme which focusses on key facts which are learnt to automaticity to avoid cognitive overload in the working memory and enable pupils to focus on new concepts. In Year 3 and 4, children focus on developing knowledge of times tables through a rote learning methodology on a daily basis, and Year 5 and 6 focus on consolidating fluency in all aspects of mental arithmetic.



Mathematics Implementation and Pedagogy

Why is mathematics taught in this way?

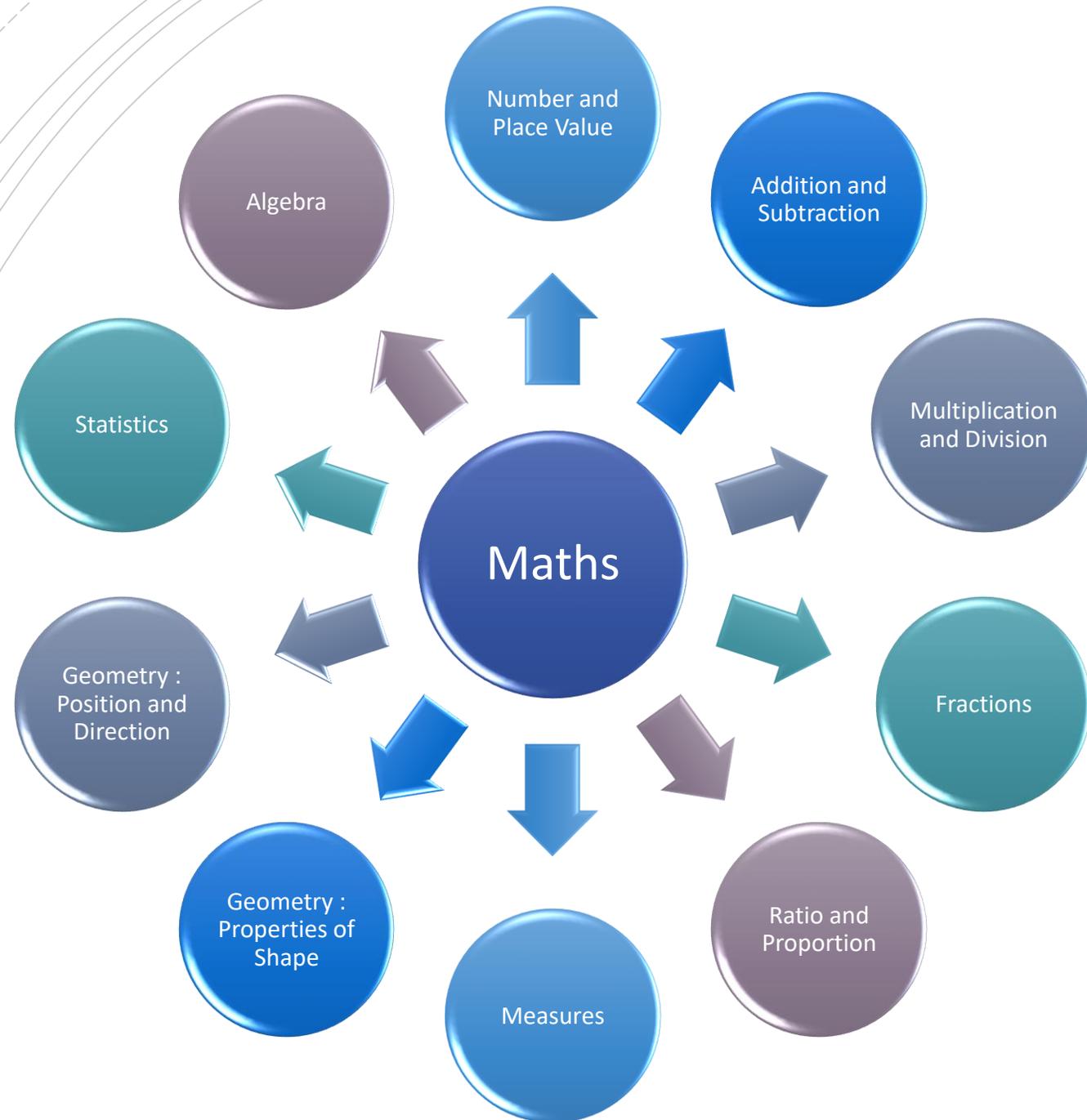
- ▶ The mastery approach which is promoted in England is based on the approach to maths teaching adopted in Shanghai. Pupils taught using this approach consistently achieve high standards the PISA tests, which compare 15-year-olds in school systems across the developed world. This approach has been promoted in England by the National Centre for Excellence in the Teaching of Maths (NCETM) through the development of 'Maths Hubs' which provide support and training. 2 teachers from Nine Mile Ride have attended 2 years of Maths Mastery training through the BBO Maths Hub, which has informed our curriculum design.
- ▶ Developing children's fluency in key facts such as number bonds and times tables to automaticity enables children to free up space in their working memories to focus on reasoning and problem solving within their daily maths lessons. This is based on Cognitive Load Theory, where children can become overwhelmed with too much data processing at any one time.
- ▶ Our aim is to develop children's confidence in Maths and enjoyment in the subject; teaching for mastery rejects the idea that a large proportion of people 'just can't do maths'. All pupils are encouraged by the belief that by working hard at maths they can succeed, developing the application of the whole school 'Growth Mindset' approach to learning. By modelling a concept in different ways, children will be able to see, understand and learn in the most effective way for them.

Mathematics Implementation and Pedagogy

How will we know if children are making progress?

- In daily lessons, teachers use a variety of formative assessment techniques including self-assessment and targeted questioning, to identify children's security of understanding. From Year 1, Maths is assessed regularly using formal written tests which cover both arithmetic skills and reasoning/problem solving questions which require application of concepts learned. The results of these assessments are used to guide future planning and identify children in need of additional support. Results are monitored by the subject leads, with any patterns which raise concerns challenged and further support offered if appropriate. Subject leads also carry out Learning Walks to monitor consistency of approach and provide support where needed.
- Statutory assessments are carried out to assess progress in mathematical understanding at the end of KS1 and KS2, and a Times Tables Check is carried out during year 4.
- Children will also show a secure understanding of their learning if they are able to apply their mathematical skills across a range of subjects and topics (e.g. science, geography, DT and beyond).

Mathematics Key Concepts



Mathematics Breadth and Progression Map – Number and Place Value

	Counting	Comparing Numbers	Rounding
R	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system Say which number is one more 	<ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 	
1	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals Count in multiples of twos, fives and tens. Given a number, identify one more and one less. 	<ul style="list-style-type: none"> Use the language of: equal to, more than, less than (fewer), most, least. 	
2	<ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward. 	<ul style="list-style-type: none"> Compare and order numbers from 0 up to 100; use <, > and = signs. 	
3	<ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number. 	<ul style="list-style-type: none"> Compare and order numbers up to 1000. 	
4	<ul style="list-style-type: none"> Count backwards through zero to include negative numbers. Count in multiples of 6, 7, 9, 25 and 100. Find 1000 more or less than a given number. 	<ul style="list-style-type: none"> Compare and order numbers beyond 1000. 	<ul style="list-style-type: none"> Round any number to the nearest 10, 100 or 1 000.
5	<ul style="list-style-type: none"> Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Count forwards or backwards in steps of powers of 10 for any given number up to one million. 	<ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. 	<ul style="list-style-type: none"> Round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000.
6	<ul style="list-style-type: none"> Use negative numbers in context, and calculate intervals across zero 	<ul style="list-style-type: none"> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. 	<ul style="list-style-type: none"> Round any whole number to a required degree of accuracy.

Mathematics Breadth and Progression Map – Number and Place Value

	Identifying and Representing Numbers	Reading and Writing Numbers and Recognising Place Value	Problem Solving
R	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Subitise up to 5 	<ul style="list-style-type: none"> Place the numbers 1-20 in order. Link the number symbol with its cardinal number value 	
1	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line. 	<ul style="list-style-type: none"> Read and write numbers from 1 to 20 in numerals and words. 	
2	<ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations, including the number line. 	<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). 	<ul style="list-style-type: none"> Use place value and number facts to solve problems.
3	<ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations. 	<ul style="list-style-type: none"> Read and write numbers up to 1000 in numerals and in words. Recognise the place value of each digit in a three-digit number. 	<ul style="list-style-type: none"> Solve number problems and practical problems involving these ideas.
4	<ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations. 	<ul style="list-style-type: none"> Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). 	<ul style="list-style-type: none"> Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
5		<ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	<ul style="list-style-type: none"> Solve number problems and practical problems that involve all of the above.
6		<ul style="list-style-type: none"> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. 	<ul style="list-style-type: none"> Solve number problems and practical problems that involve all of the above.

Mathematics Breadth and Progression Map – Addition and Subtraction

	Mental Calculations	Written Calculations	Number Bonds
R	<ul style="list-style-type: none"> Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Understand the 'one more than/one less than, relationship between consecutive numbers. 		<ul style="list-style-type: none"> Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10
1	<ul style="list-style-type: none"> Add and subtract one-digit and two-digit numbers to 20, including zero. 	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals. 	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20.
2	<ul style="list-style-type: none"> 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; three one-digit numbers. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 	<ul style="list-style-type: none"> Add and subtract numbers with up to two digits, using informal and formal written methods of columnar addition and subtraction. 	<ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
3	<ul style="list-style-type: none"> Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. 	<ul style="list-style-type: none"> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. 	
4	<ul style="list-style-type: none"> Add and subtract numbers mentally with increasingly large numbers. 	<ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. 	
5	<ul style="list-style-type: none"> Perform mental calculations, including with mixed operations and large numbers. 	<ul style="list-style-type: none"> Add and subtract whole numbers with more than 4 digits, including using formal written methods. 	
6	<ul style="list-style-type: none"> Use knowledge of the order of operations to carry out calculations involving the four operations. 		

Mathematics Breadth and Progression Map – Addition and Subtraction

Problem Solving		Inverse Operations
R	<ul style="list-style-type: none"> explore the composition of numbers to 10 	
1	<ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as: $7 = * - 9$ 	
2	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. 	<ul style="list-style-type: none"> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
3	<ul style="list-style-type: none"> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<ul style="list-style-type: none"> Estimate the answer to a calculation and use inverse operations to check answers.
4	<ul style="list-style-type: none"> Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 	<ul style="list-style-type: none"> Estimate and use inverse operations to check answers to a calculation.
5	<ul style="list-style-type: none"> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 	<ul style="list-style-type: none"> Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
6	<ul style="list-style-type: none"> solve multi-step problems involving all four operations in contexts, deciding which operations and methods to use and why. 	<ul style="list-style-type: none"> Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Mathematics Breadth and Progression Map – Multiplication and Division

	Multiplication and Division Facts	Order of Operations	Mental Calculations
R			
1			
2	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, 		<ul style="list-style-type: none"> Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
3	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. 		<ul style="list-style-type: none"> 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.
4	<ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12×12. 		<ul style="list-style-type: none"> 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.
5			<ul style="list-style-type: none"> Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
6		<ul style="list-style-type: none"> Use their knowledge of the order of operations to carry out calculations involving the four operations. 	<ul style="list-style-type: none"> Perform mental calculations, including with mixed operations and large numbers.

Mathematics Breadth and Progression Map – Multiplication and Division

	Written Calculations	Inverse Operations
R		
1		
2	<ul style="list-style-type: none"> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. 	
3	<ul style="list-style-type: none"> Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental and progressing to formal written methods. 	<ul style="list-style-type: none"> Estimate the answer to a calculation and use inverse operations to check answers.
4	<ul style="list-style-type: none"> Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. 	<ul style="list-style-type: none"> Estimate and use inverse operations to check answers to a calculation.
5	<ul style="list-style-type: none"> 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. 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. 	
6	<ul style="list-style-type: none"> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding. 	<ul style="list-style-type: none"> Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Mathematics Breadth and Progression Map – Multiplication and Division

Problem Solving	Multiples, Factors, Primes, Squares and Cubes
R <ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	
1 <ul style="list-style-type: none"> 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. 	
2 <ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	
3 <ul style="list-style-type: none"> Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects 	
4 <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Recognise and use factor pairs and commutativity in mental calculations.
5 <ul style="list-style-type: none"> Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<ul style="list-style-type: none"> Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19 Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
6 <ul style="list-style-type: none"> Solve problems involving addition, subtraction, multiplication and division. 	<ul style="list-style-type: none"> Identify common factors, common multiples and prime numbers.

Mathematics Breadth and Progression Map – Fractions

Counting in Fractions	Recognising Fractions	Comparing Fractions
R		
1	<ul style="list-style-type: none"> 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. 	
2	<ul style="list-style-type: none"> Pupils should count in halves and quarters up to 10. 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. 	
3	<ul style="list-style-type: none"> Count up and down in tenths. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. 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. 	<ul style="list-style-type: none"> Compare and order unit fractions, and fractions with the same denominators.
4	<ul style="list-style-type: none"> Count up and down in hundredths. Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 	
5	<ul style="list-style-type: none"> Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. 	<ul style="list-style-type: none"> Compare and order fractions whose denominators are all multiples of the same number.
6		<ul style="list-style-type: none"> Compare and order fractions, including fractions >1.

Mathematics Breadth and Progression Map – Fractions

	Comparing Decimals	Equivalence (including Fractions, Decimals and Percentages)	Rounding Decimals
R			
1			
2		<ul style="list-style-type: none"> Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. 	
3		<ul style="list-style-type: none"> Recognise and show, using diagrams, equivalent fractions with small denominators. 	
4	<ul style="list-style-type: none"> Compare numbers with the same number of decimal places up to two decimal places. 	<ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$. 	<ul style="list-style-type: none"> Round decimals with one decimal place to the nearest whole number.
5	<ul style="list-style-type: none"> Read, write, order and compare numbers with up to three decimal places. 	<ul style="list-style-type: none"> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$). Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. 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. 	<ul style="list-style-type: none"> Round decimals with two decimal places to the nearest whole number and to one decimal place.
6	<ul style="list-style-type: none"> Identify the value of each digit in numbers given to three decimal places. 	<ul style="list-style-type: none"> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$). Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. 	<ul style="list-style-type: none"> Solve problems which require answers to be rounded to specified degrees of accuracy.

Mathematics Breadth and Progression Map – Fractions

Adding and Subtracting Fractions and Decimals	Multiplying and Dividing Fractions and Decimals
R	
1	
2	
3 <ul style="list-style-type: none"> • Add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$). 	
4 <ul style="list-style-type: none"> • Add and subtract fractions with the same denominator. 	<ul style="list-style-type: none"> • Find the effect of dividing a one- or two-digit number by 10 and 100.
5 <ul style="list-style-type: none"> • Add and subtract fractions with the same denominator and multiples of the same number. • Recognise and convert mixed numbers and improper fractions. 	<ul style="list-style-type: none"> • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
6 <ul style="list-style-type: none"> • Add and subtract fractions with different denominators and mixed numbers. 	<ul style="list-style-type: none"> • Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$). • Multiply one-digit numbers with up to two decimal places by whole numbers. • Divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$). • Multiply one-digit numbers with up to two decimal places by whole numbers. • Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places. • Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000. • Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction. • Use written division methods in cases where the answer has up to two decimal places.

Mathematics Breadth and Progression Map – Ratio and Proportion

Ratio and Proportion	
R	
1	
2	
3	
4	
5	
6	<ul style="list-style-type: none">• 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 [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.• Solve problems involving similar shapes where the scale factor is known or can be found.• Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Mathematics Breadth and Progression Map – Measures

Comparing and Estimating

R

- Use everyday language to talk about and compare length, weight and capacity.

1

- Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half); mass/weight (e.g. heavy/light, heavier than, lighter than); capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter); time (e.g. quicker, slower, earlier, later).
- Sequence events in chronological order using language.

2

- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
- Compare and sequence intervals of time.

3

- Compare durations of events, for example to calculate the time taken by particular events or tasks.
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight.

4

- Estimate, compare and calculate different measures, including money in pounds and pence.

5

- Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes (also included in measuring).
- Estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water).

6

- Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3 .

Mathematics Breadth and Progression Map – Measures

Measuring and Calculating

R

1

- Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds).
- Recognise and know the value of different denominations of coins and notes.

2

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml).
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

3

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Measure the perimeter of simple 2-D shapes.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.

4

- Estimate, compare and calculate different measures, including money in pounds and pence.
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- Find the area of rectilinear shapes by counting squares.

5

- Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.

6

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units.
- Recognise when it is possible to use formulae for area and volume of shapes.

Mathematics Breadth and Progression Map – Measures

Telling the Time

- | | |
|----------|--|
| R | <ul style="list-style-type: none">• Use every day language to talk about time. |
| 1 | <ul style="list-style-type: none">• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.• Recognise and use language relating to dates, including days of the week, weeks, months and years. |
| 2 | <ul style="list-style-type: none">• 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. |
| 3 | <ul style="list-style-type: none">• 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, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. |
| 4 | <ul style="list-style-type: none">• 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. |
| 5 | <ul style="list-style-type: none">• Solve problems involving converting between units of time. |
| 6 | |

Mathematics Breadth and Progression Map – Measures

Converting Units of Measurement

R

1

2

- Know the number of minutes in an hour and the number of hours in a day.

3

- Know the number of seconds in a minute and the number of days in each month, year and leap year.

4

- Convert between different units of measure (e.g. 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.

5

- Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- Solve problems involving converting between units of time.
- Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints.

6

- 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.
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Convert between miles and kilometres.

Mathematics Breadth and Progression Map – Measures

Angles	
R	
1	
2	
3	<ul style="list-style-type: none">• Recognise angles as a property of shape or a description of a turn.• Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.• Identify whether angles are greater than or less than a right angle.• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
4	<ul style="list-style-type: none">• Identify acute and obtuse angles and compare and order angles up to two right angles by size.
5	<ul style="list-style-type: none">• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.• Identify:<ul style="list-style-type: none">- Angles at a point and one whole turn (total 360°)- Angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)- Other multiples of 90°.
6	<ul style="list-style-type: none">• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Mathematics Breadth and Progression Map – Geometry : Properties of Shapes

Identifying and Drawing Shapes and their Properties	Comparing and Classifying Shapes
<p>R</p> <ul style="list-style-type: none"> • Explore characteristics of everyday objects and shapes and use mathematics language to describe them. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 	
<p>1</p> <ul style="list-style-type: none"> • Recognise and name common 2-D and 3-D shapes, including: 2-D shapes e.g. rectangles (including squares), circles and triangles; 3-D shapes e.g. cuboids (including cubes), pyramids and spheres. 	
<p>2</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Compare and sort common 2-D and 3-D shapes and everyday objects.
<p>3</p> <ul style="list-style-type: none"> • Draw 2-D shapes and make 3-D shapes using modelling materials • Recognise 3-D shapes in different orientations and describe them. 	
<p>4</p> <ul style="list-style-type: none"> • Identify lines of symmetry in 2-D shapes presented in different orientations. • Complete a simple symmetric figure with respect to a specific line of symmetry. 	<ul style="list-style-type: none"> • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
<p>5</p> <ul style="list-style-type: none"> • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. • Draw given angles, and measure them in degrees ($^{\circ}$). 	<ul style="list-style-type: none"> • Use the properties of rectangles to deduce related facts and find missing lengths or angles. • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
<p>6</p> <ul style="list-style-type: none"> • Recognise, describe and build simple 3-D shapes, including making nets. • Illustrate and name parts of circles, including radius, diameter and circumference. • Draw 2-D shapes using given dimensions and angles. • Recognise, describe and build simple 3-D shapes, including making nets. 	<ul style="list-style-type: none"> • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.

Mathematics Breadth and Progression Map – Geometry : Position and Direction

Position, Direction and Movement		Pattern
R		<ul style="list-style-type: none"> Continue, copy and create repeating patterns.
1	<ul style="list-style-type: none"> Describe position, direction and movement, including half, quarter and three-quarter turns. 	
2	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Order and arrange combinations of mathematical objects in patterns and sequences.
3	<ul style="list-style-type: none"> Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. 	
4	<ul style="list-style-type: none"> Plot specified points and draw sides to complete a given polygon. 	
5	<ul style="list-style-type: none"> 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. 	
6	<ul style="list-style-type: none"> Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 	

Mathematics Breadth and Progression Map – Statistics

	Interpreting, Constructing and Presenting Data	Solving Problems
R		
1		
2	<ul style="list-style-type: none"> 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. 	
3	<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables. 	<ul style="list-style-type: none"> Solve one-step and two-step questions [e.g. ‘How many more?’ And ‘how many fewer?’] using information presented in scaled bar charts and pictograms and tables.
4	<ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. 	<ul style="list-style-type: none"> Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
5	<ul style="list-style-type: none"> Complete, read and interpret information in tables, including timetables. 	<ul style="list-style-type: none"> Solve comparison, sum and difference problems using information presented in a line graph.
6	<ul style="list-style-type: none"> Interpret and construct pie charts and line graphs and use these to solve problems. 	<ul style="list-style-type: none"> Calculate and interpret the mean as an average.

Mathematics Breadth and Progression Map – Algebra

	Equations	Formulae	Sequences
R			
1			
2			
3			
4			
5			
6	<ul style="list-style-type: none"> Express missing number problems algebraically. Find pairs of numbers that satisfy number sentences involving two unknowns. Enumerate all possibilities of combinations of two variables. 	<ul style="list-style-type: none"> Use simple formulae. 	<ul style="list-style-type: none"> Generate and describe linear number sequences.

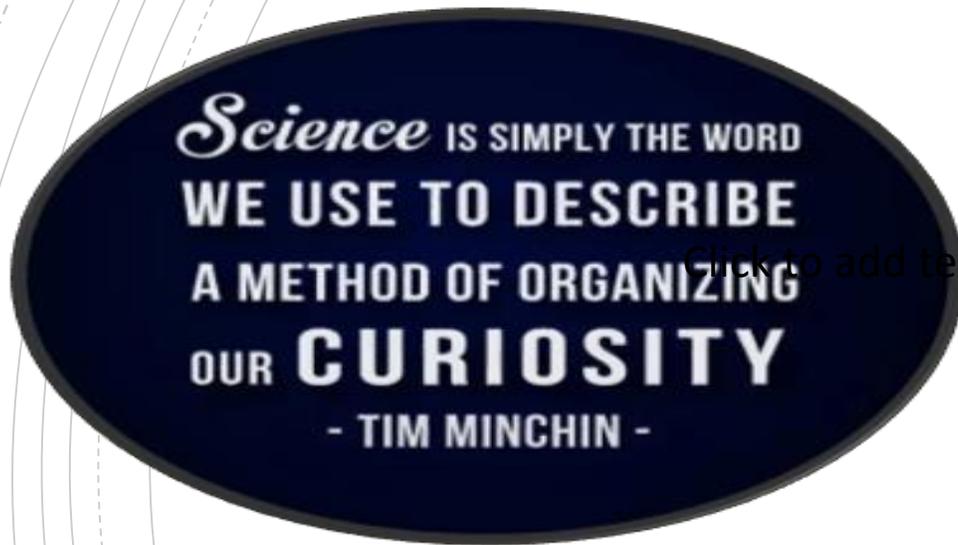
Curriculum – STEM Faculty

It is our belief that it is vital for all children to question, find problems and most importantly find ways to solve those problems. Through the subjects of mathematics, science, design technology and computing, we aim to teach children to be interested in these concepts to allow them to help shape a better tomorrow.

Science

Design
Technology

Computing



Click to add text

Science

- Intent and Purpose p134
- Implementation and Pedagogy p137
- Breadth p140
- Knowledge Organisers p143
- Key Concepts p171
- Progression Maps p172

Science Intent and Purpose

Why do we teach science?

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.

What is the aim of our curriculum for science?

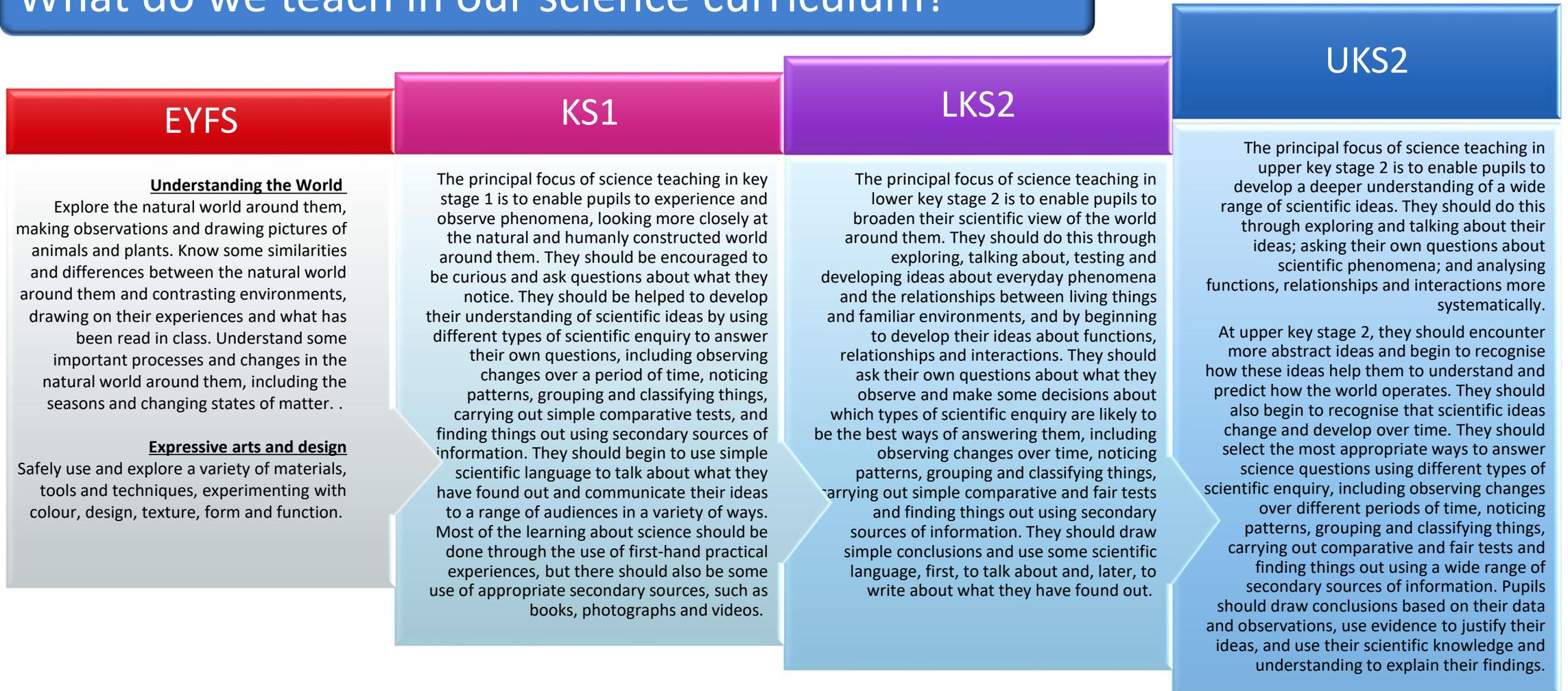
The curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific key concepts of Living Things (biology), Properties of Materials (chemistry) and Physical Processes (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

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. 'Working scientifically' should be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data.

Science Intent and Purpose

What do we teach in our science curriculum?



Science Intent and Purpose

How does our science curriculum link to our key curriculum competencies?

Character

Science allows pupils the chance to develop their initiative by creating their own questions, lead or work in a group to plan and organise investigations and communicate their results through presentations or writing. It also requires resilience as evaluating is a key working scientifically process.

Science also covers many moral issues e.g. genetically modified crops and global warming.

Children are informed about the world and so able to help with social change issues.

Working scientifically enables our children to become critical thinkers.

Cultural

Understanding, exploring and respecting how our planet works is essential in the 21st century. As climate change and its various effects on the Earth become more and more evident, we need to reflect on how previous human actions have caused harm. Our children need to be equipped and empowered to act as responsible global citizens.

A good knowledge of the science curriculum and a secure grasp how to work scientifically will support a wide variety of career paths e.g. medicine, engineering, astrophysics and space technology, marine biology and food sciences.

Core

Science is integrally linked with maths. Key maths concepts such as measure and statistics are used within gathering, recording, presenting and analysing data. Children, especially in UKS2, are encouraged to read range of secondary sources of information to support their scientific enquires and language and writing is consistently extended through a variety of scientific concepts.

Curriculum

There are many opportunities for pupils to apply their scientific knowledge and skills in other subjects:

- forces and electricity are relevant DT e.g. designing a freestanding structure, a catapult or a lamp
- plants, habitats and seasons can be used to inspire art work e.g. Andy Goldsworthy
- rocks and soil link to human and physical geography
- dance units can take inspiration from a variety of science topics e.g. changing seasons
- influential scientists can be researched in history.

Science Implementation and Pedagogy

How is science taught at Nine Mile Ride?

- Science at Nine Mile Ride is inquiry based with an overarching question, linked to each year groups topic, used to promote awe and wonder and guide planning along with working scientifically objectives. Where possible, we enhance the children's natural curiosity and nurture this to allow them to ask their own questions and develop skills needed to answer these.
- Our science curriculum is designed to enable teachers to deliver engaging and thought-provoking lessons, where learning is facilitated through hands on scientific discovery, in-depth questioning, flexible thinking and problem solving. Therefore, science lessons at Nine Mile Ride are practical and exciting.
- Science is taught in mixed-ability class groups, where the focus is on all pupils working together on the same lesson content at the same time. Where appropriate scaffolding is used in order to support and challenge pupils and ensure all key concepts are fully understood. Warmups are used to recall prior knowledge from previous years or earlier in the unit and to engage in rich discussion. Using discussion and questioning as a key teaching tool, oracy is promoted and celebrated as well as cross curricular links being made in maths and topic where appropriate.
- The main resource used is the national curriculum where knowledge, understanding and skills are taken from and built upon year on year. The Teacher Assessment in Primary Science's (TAPS) assessment plans help inform teacher judgements along with observation/questioning and marking of books. Teachers supplement where appropriate by additional resources such as Explorify, STEM learning and BP Educational Services.
- A science unit of work starts and finishes with the overarching question. This acts as assessment for learning for the teacher and allows the children to see their new acquired knowledge. A knowledge organiser is used so children are aware and can map out their learning journey allowing more time to be invested in embedded practical scientific skills. A TAPs assessment is completed every unit (one a half term) to check the children's knowledge and scientific skills and inform the rest of the unit.

Why is science taught in this way?

- Nine Mile ride teaches science through enquiry as it involves students progressively developing key scientific ideas through learning how to investigate. In this way, students build their knowledge and understanding of the world around them through the process of inquiry. We place a high importance on practical learning as it sits at the very heart of what science is about as it links the physical world to scientific ideas. Without practical work, science is just a collection of abstract ideas without a clear explanatory purpose. The Association for Science Education says, 'As children carry out scientific enquiry they should develop a host of skills and competencies, knowledge and understanding, bringing enormous benefits to them as 'growing' scientists. Scientific enquiry increases children's capacity to:
 - Problem-solve and answer questions. Rich opportunities are provided where children explore their own ideas, develop and deepen conceptual understanding.
 - Work with independence. Thinking and reasoning is nurtured alongside a host of qualities, including resilience, determination and confidence.
 - 'Be a scientist'. A necessary toolkit of practical skills is developed and added to over time.
 - Communicate effectively. Technical and scientific vocabulary is learned, practised and used, as children communicate evidence in a variety of ways, often with different audiences in mind.'
- Two teachers from Nine Mile Ride have attended National STEM and The Teacher Assessment in Primary Science's (TAPS) training which have both reinforced this message and informed our curriculum design.



What is the intended impact?

- Our aim is to develop children's confidence in Science, promote enjoyment and wonder in the subject as well as seeing its importance in other subjects (such as design and technology and history) and everyday life and job opportunities. All pupils are encouraged by the belief that by working hard at science they can succeed, developing the application of the whole school 'Growth Mindset' approach to learning.
- In weekly lessons, teachers use a variety of formative assessments techniques including self-assessment and targeted questioning, to identify children's security of understanding. From Year 1, Science is assessed half termly using TAPs planning which focuses on working scientifically which requires application of concepts learnt. The results of these assessments are used to guide future planning and identify children in need of additional support. Results are monitored by the subject leads, with any patterns which raise concerns challenged and further support offered if appropriate. Subject leads also carry out Learning Walks to monitor consistency of approach and provide support where needed.
- A secure grasp of the five types of enquiry explicitly named in all year groups in the national curriculum (Observing changes over time, Noticing patterns, Grouping and classifying things (noticing similarities and differences), Comparative and fair testing, Finding things out using secondary sources of information (researching)) are taught and monitored across the children's primary science journey. These types of enquiry will be used by children across the different subject areas as appropriate (biology, physics and chemistry) and ensure the children are ready to further develop these in secondary schools.

Science Breadth

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living Things	<p>Plants</p> <p>Explore the natural world around them, making observations and drawing pictures of plants.</p> <p>Animals, including humans</p> <p>Explore the natural world around them, making observations and drawing pictures of animals.</p> <p>Children know the importance for good health of physical exercise, and the importance of healthy food choices, and talk about ways to keep healthy and safe.</p> <p>Living things and habitats</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Plants</p> <p>Identify, name and describe the structure of a variety of common wild and garden plants, including trees.</p> <p>Animals, including humans</p> <p>Identify, name and describe the structure of a variety of common animals including fish, reptiles, birds and mammals; identify herbivores and carnivores; identify and label basic parts of the human body, and say which part is associated with which sense.</p>	<p>Living things and habitats</p> <p>Explore differences between things that are living, dead, have never been alive; name and describe habitats; describe sources of food, using simple food chains.</p> <p>Plants</p> <p>Describe how seeds and bulbs grow; find out what plants need to grow.</p> <p>Animals, including humans</p> <p>Know that animals have offspring; the basic needs of animals; healthy lifestyle .</p>	<p>Animals, including humans</p> <p>Identify that animals need the right type of nutrition; identify use of skeleton and muscles in animals and humans.</p> <p>Living things and habitats</p> <p>Classification keys to group animals; changing environments.</p>	<p>Animals including humans</p> <p>Identify different teeth; describe the digestive system; construct and interpret food chains.</p> <p>Plants</p> <p>Identify functions of parts of flowering plants; water transportation; within flowering plants.</p>	<p>Living things and habitats</p> <p>Describe differences in life-cycles; describe the process of reproduction in some plants and animals.</p> <p>Animals, including humans</p> <p>Describe changes as humans develop to old-age.</p>	<p>Living things and habitats</p> <p>Describe and give reasons for classification.</p> <p>Animals, including humans</p> <p>Identify and name parts of the circulatory system; recognise the impact of diet, drugs and exercise; describe transportation of nutrition.</p> <p>Evolution and inheritance</p> <p>Recognise that living things have changed over time, and that fossils provide information recognise variation; explain adaptation.</p>

Science Breadth

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Properties of Materials	Everyday materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Everyday materials Identify, name and describe everyday materials; compare and group materials according to simple properties.	Everyday materials Compare suitability of materials for different uses; find out how objects can change shape .		Rocks Compare different rocks; describe how fossils are formed; recognise soils is made from rocks and organic matter. States of matter Compare solids, liquids and gases; observe changes by heating and cooling; water cycle.	Properties and changes of materials Compare and group materials based on properties; reversible and irreversible changes (including dissolving, filtering, sieving, evaporating, burning).	
Physical Processes	Seasonal changes Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Seasonal changes Name the seasons; describe typical weather and how the length of the day changes.	Electricity Identify common uses; construct simple circuits; recognise conductors and insulators. Sound Identify sources; describe how sound travels; find patterns related to pitch and volume. Light Identify sources; reflection; know how shadows are formed; find ways that shadows change.		Forces and magnets Compare how things move; how magnets repel or attract; identify magnetic materials; identify poles on a magnet. States of Matter Recognise the differences between solids, liquids and gases and their properties. Changing states, understand that mater can change states under certain conditions.	Earth and Space Describe the movement of the Earth and Moon; explain night and day Forces Explain force of gravity; identify effects of air and water resistance and friction; recognise impact of mechanisms on forces.	Light Recognise how light travels and explain how we see things; explain shadows Electricity Explain the variation in functionality of components; use symbols to draw circuits.

Science Breadth

	Reception	KS1	LKS2	UKS2
Working Scientifically	<ul style="list-style-type: none"> • General sensory observations of animals and plants. • Simple descriptions of the world around them. Looking at objects and pictures and discussing what they can see. • Asks questions about aspects of their familiar world. • Generating a variety of ideas for testing (not always realistic/appropriate) • Simple guess - what might happen? • Measure by direct comparison. • Non-standard units of measurement. • Simple comparative vocabulary – bigger, smaller. • Talking about objects and events. • Simple recording – pictures/images. • Noticing ‘which worked best’ – simple comparative statements. • Answer initial question simply. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Science - Knowledge Organisers

Year 1 – Plants	p144	Year 4 – Animals, including humans	p156
Year 1 – Animals, including humans	p145	Year 4 – Plants	p157
Year 1 – Everyday materials	p146	Year 4 – Rocks	P158
Year 2 – Living things and habitats	p147	Year 4 – States of matter	p159
Year 2 – Plants	p148	Year 4 – Forces and magnets	p160
Year 2 – Animals, including humans	p149	Year 5 – Living things and habitats	p161
Year 2 – Uses of everyday materials	p150	Year 5 – Animals, including humans	p162
Year 3 – Animals, including humans	p151	Year 5 – Properties and changes of materials	p163
Year 3 – Living things and habitats	p152	Year 5 – Earth and space	p164
Year 3 – Electricity	p153	Year 5 – Forces	p165
Year 3 – Sound	p154	Year 6 – Living things and habitats	p166
Year 3 – Light	p155	Year 6 – Animals, including humans	p167
		Year 6 – Evolution and inheritance	p168
		Year 6 – Light	p169
		Year 6 – Electricity	p170

What should I already know?

- Plants grow all around us.

What will I know by the end of the unit?

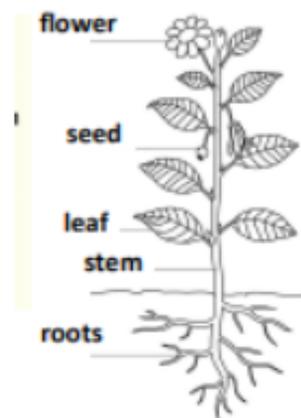
Life exists in different ways and goes through cycles.

- The different names of common plants and trees.
- The different parts of a plant e.g stem, root and leaves
- Know the difference between something that is dead, alive or never been alive.

Scientific Investigation (TAPS)

Observe changes using simple equipment

- Notice the differences and similarities between plants
- Label the basic parts of a plant
- Plant a seed and watch it grow!



Rose Sunflower Poppy



Dandelion Daisy

Key vocabulary

Plant	A living thing that grows in the earth and has a stem, roots, and leaves.
Bulb	A root shaped like an onion that grows in to a flower or plant.
Common	Something found in large quantities.
Wild	Plants or animals that grow in natural surroundings, without the care of people
Stem	The thin part of the plant on which the flowers and leaves grow.
Roots	The part of the plant that grows under the soil.
Flower	Part of the plant that is often colourful and grows at the end of the plant.
Leaves	The part of the plant that are flat, thin and green.
Tree	A tall plant that has a hard trunk, branches and leaves.
Evergreen	A tree or plant that has leaves all year round.
Deciduous	A tree that loses its leaves every Autumn.

What should I already know?

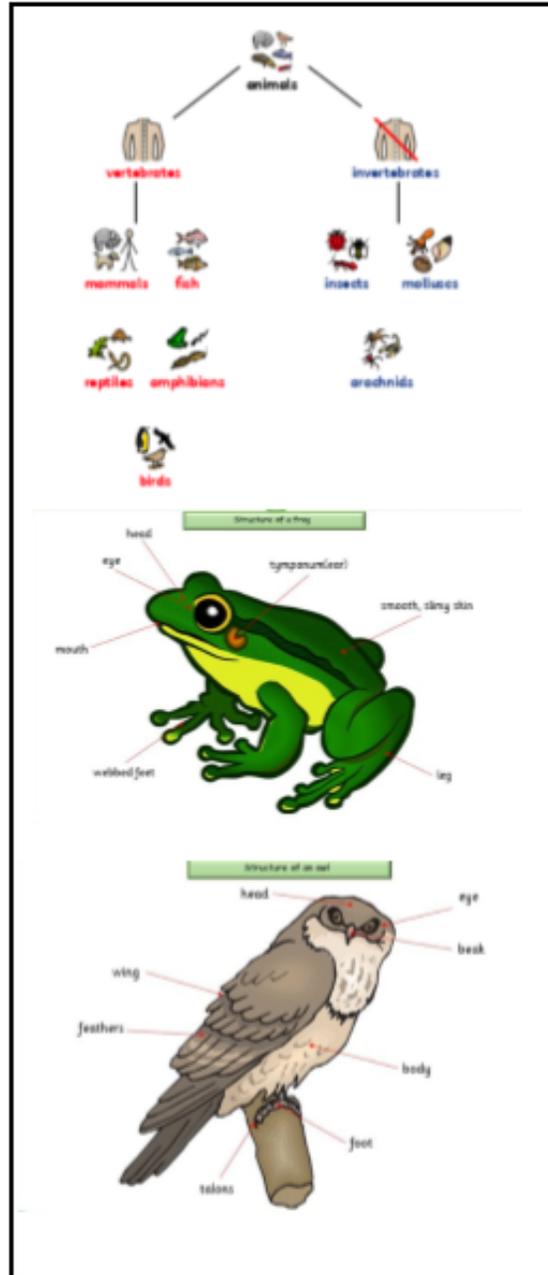
- I can make observations of animals.
- I know about similarities and differences in relation to living things.

What will I know by the end of the unit?

- | | |
|---|--|
| Life exists in a variety of forms and goes through cycles - Animals | <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. |
| The human body has a number of systems, each with its own function. | <ul style="list-style-type: none"> • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense |

Scientific investigation (TAPS)

- | | |
|--|---|
| Review: Use observations and ideas to suggest answers to questions. | <ul style="list-style-type: none"> • Can you label basic parts of the human body? • Can you say which part of the body is associated with each sense? |
| Review: Identify and classify | <ul style="list-style-type: none"> • Can you name a variety of animals including fish, amphibians / reptiles/ birds/ mammals? • Can you classify animals according to different animal groups and/or what they eat? |



Key vocabulary

Backbone	The column of small linked bones down the middle of your back .
Carnivores	An animal that eats meat .
Cold-Blooded	A body temperature that changes according to the surrounding temperature.
Environment	all the circumstances, people, things, and events around them that influence their life
Gills	The organs on the sides of fish and other water creatures through which they breathe .
Herbivore	An animal that only eats plants.
Invertebrate	A creature that does not have a spine, for example an insect, a worm, or an octopus .
Omnivore	Person or animal eats all kinds of food, including both meat and plants.
Temperature	A measure of how hot or cold something is .
Vertebrate	A creature which has a spine .
Warm-Blooded	A fairly high body temperature which does not change much and is not affected by the surrounding temperature.
Wild	Animals or plants that live or grow in natural surroundings and are not looked after by people.
Pet	A tame animal kept in a household.

What should I already know?

They know the properties of some materials and can suggest some of the purposes they are used for.

What will I know by the end of the unit?

Materials have physical properties which can be investigated and compared.

- Distinguish between an object and a material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

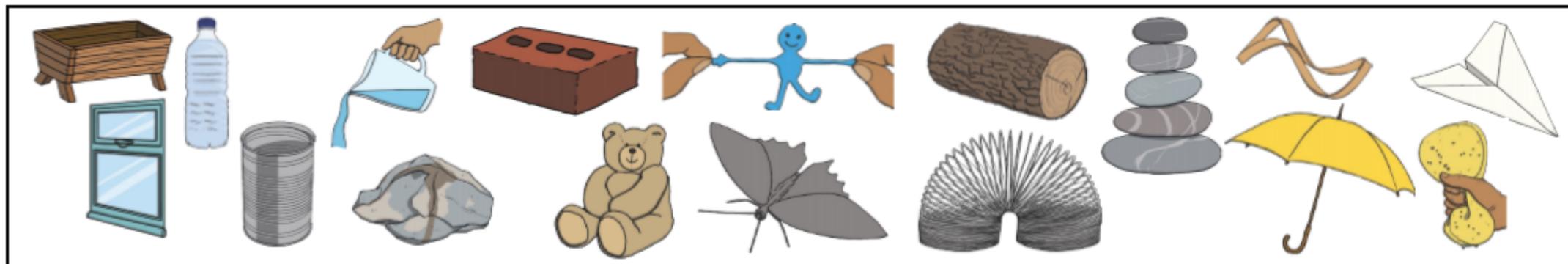
Scientific Investigation (TAPS)

Perform simple tests to compare and group

- Can children carry out a simple test?
- Can children use test results to group materials into those which float or sink?

Key vocabulary

absorbent	A fight for control during the war	plastic	a material which is light in weight and does not break easily
bendy	A country in Europe	rock	the hard substance which the Earth is made of
brick	To tell the truth	rough	uneven and not smooth
dull	a colour or light that is not bright	shiny	things are bright and reflect light
elastic	a rubber material that stretches when you pull it and returns to its original size and shape when you let it go	smooth	no roughness, lumps, or holes
fabrics	cloth or other material produced by weaving together cotton, wool or other threads.	soft	not rough or hard
foil	sheets of metal as thin as paper	stiff	firm or does not bend easily
glass	a hard transparent material	stretchy	slightly elastic
man-made	things are created by people	transparent	If an object is transparent, you can see through it
metal	a hard substance such as iron, steel, gold, or lead	waterproof	does not let water pass through it
natural	things that exist in nature and are not made by people	wood	the material which forms the trunks and branches of trees
opaque	if an object or substance is opaque, you cannot see through it		



What should I already know?

Life exists in different ways and goes through cycles.

What will I know by the end of the unit?

Life exists in a variety of forms and goes through cycles—Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy



Scientific investigation (TAPS)

Describe how plants needs water, light and a suitable temperature to grow and stay healthy

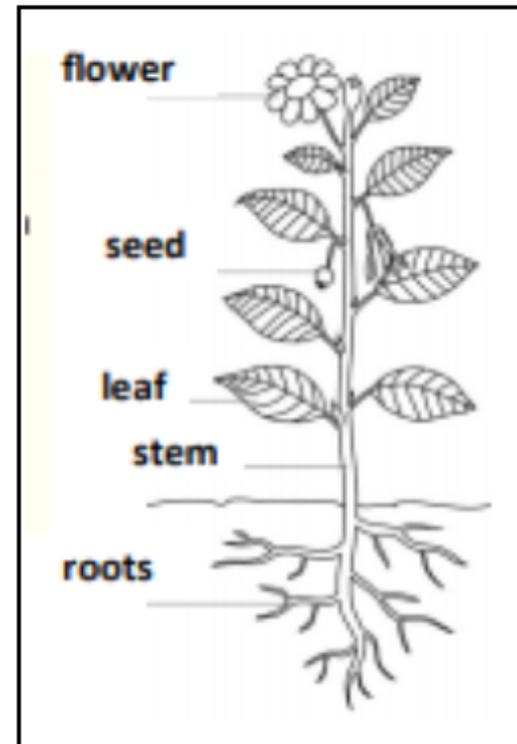
Observe closely, using simple equipment

- Can children observe closely, noticing differences and similarities?
- Can children measure and compare the height of plants?

Key vocabulary

branches	parts that grow out from the tree trunk and have leaves, flowers, or fruit growing on them
bulb	a root shaped like an onion that grows into a flower or plant
common	something that is found in large numbers or it happens often
crop	plants such as wheat and potatoes that are grown in large quantities for food
deciduous	a tree that loses its leaves in the autumn every year
evergreen	a tree or bush which has green leaves all the year round
flower	the part of a plant which is often brightly coloured and grows at the end of a stem
flowering	trees or plants which produce flowers
fruit	something which grows on a tree or bush and which contains seeds or a stone covered by a substance that you can eat
garden	a piece of land next to a house, with flowers, vegetables, other plants, and often grass
herb	a plant whose leaves are used in cooking to add flavour to food, or as a medicine
leaf / leaves	the parts of a tree or plant that are flat, thin, and usually green
nutrients	substances that help plants and animals to grow
petal	thin coloured or white parts which form part of the flower
plant	a living thing that grows in the earth and has a stem, leaves, and roots
reproduce	when an animal or plant produces one or more individuals similar to itself
roots	the parts of a plant that grow under the ground

seed	the small, hard part from which a new plant grows
stem	the thin, upright part of a plant on which the flowers and leaves grow
tree	a tall plant that has a hard trunk, branches, and leaves
trunk	the large main stem from which the branches grow
vegetable	plants such as cabbages, potatoes, and onions which you can cook and eat
vegetation	plants, trees and flowers
weed	a wild plant that grows in garden and prevents the plants that you want from growing properly
wild	animals or plants that live or grow in natural surroundings and are not looked after by people

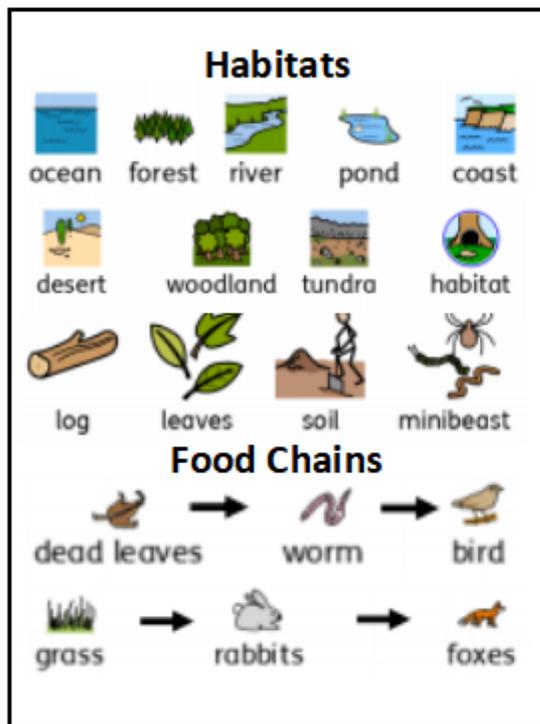


What should I already know?

What will I know by the end of the unit?

Habitats provide living things with what they need

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- 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



Key vocabulary

biomes	a natural area of vegetation and animals
carnivore	an animal that eats meat
depend	If you depend on someone or something, you need them in order to be able to survive physically
food chain	a series of living things which are linked to each other because each thing feeds on the one next to it in the series
habitat	the natural environment in which an animal or plant normally lives or grows
herbivore	an animal that only eats plants
invertebrate	a creature that does not have a spine, for example an insect, a worm, or an octopus
microhabitat	a small part of the environment that supports a habitat, such as a fallen log in a forest
minibeast	a small invertebrate animal such as an insect or spider
offspring	a person's children or an animal's young
omnivore	person or animal eats all kinds of food, including both meat and plants
plant	a living thing that grows in the earth and has a stem, leaves, and roots
source	where something comes from
tree	a tall plant that has a hard trunk, branches, and leaves
vegetation	plants, trees and flowers

Scientific investigation (TAPS)

Identify and name a variety of plants and animals in their habitats, including micro-habitats

Identifying and classifying

- Can children use spotter sheets to identify plants/animals?
- Can children identify the types of plants/animals they are looking for?

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

Gather and record data to help in answering questions.

- Can children identify where plants and animals live?
- Can children make a record of where plants and animals live?
- Can children discuss why they might live in chosen habitat?

What should I already know?

Life exists in a variety of forms and goes through cycles
Animals

The human body has a number of systems, each has its own function

What will I know by the end of the unit?

Life exists in a variety of forms and goes through cycles— Humans

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

The human body has a number of systems, each of which has its own function.

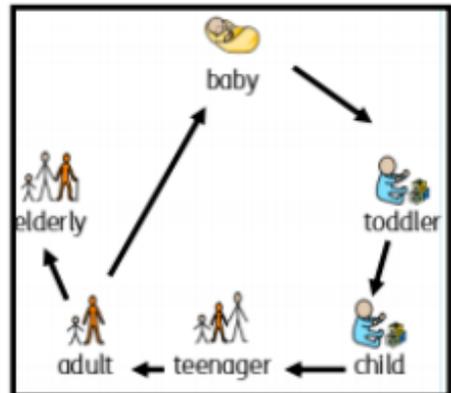
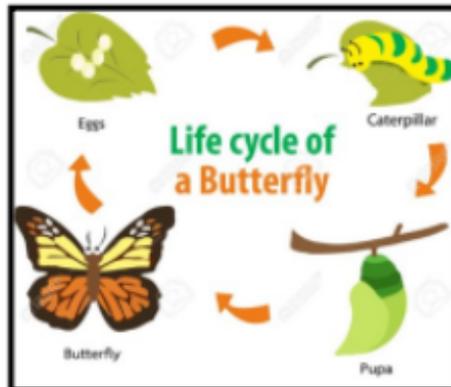
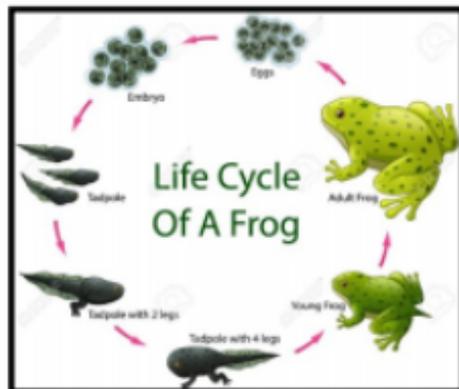
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Scientific investigation (TAPS)

Recognise growth in humans.

Using their observations and ideas to suggest answers to questions

- Can children compare different hand spans?
- Can children suggest answers to their questions about hand spans?



Key vocabulary

backbone	the column of small linked bones down the
balanced diet	a variety of food that you regularly eat
bar chart	a chart which uses bars to represent the value of something and comparing it to a different group
bones	the hard parts inside your body which form your skeleton
disease	an illness which affects people, animals, or plants
exercise	When you exercise, you move your body energetically in order to get fit and to remain healthy
farm	an area of land used to produce crops or to breed animals and livestock
healthy	well and not suffering from any illness
hygiene	keeping yourself and your surroundings clean, especially in order to prevent illness or the spread of diseases
life cycle	the series of changes that an animal or plant passes through from the beginning of its life until its death
medicine	the treatment of illness and injuries by doctors and nurses
muscles	something inside your body which connects two bones and which you use when you make a movement
offspring	a person's children or an animal's young
pet	a tame animal kept in a household
pictogram	a simple drawing that represents something
skeleton	the framework of bones in your body
survive	continue to exist

What should I already know?

Materials have physical properties which can be investigated and compared.

What will I know by the end of the unit?

The physical properties of materials determine their uses

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses

Materials have physical properties which can be investigated and compared

- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Scientific investigation (TAPS)

Use knowledge and understanding of properties of materials to compare suitability for different uses

Ask simple questions and recognising that they can be answered in different ways

- Can children discuss/use different ways to test how waterproof materials are?
- Can children compare materials on the basis of waterproofness?

Links to changing shape of materials or pushing forces

Perform simple tests to answer questions

- Can the children begin to be systematic in their testing?
- Can the children use their tests to suggest answers to questions?



Key vocabulary

absorbent	A fight for control during the war
bendy	A country in Europe
brick	To tell the truth
dull	a colour or light that is not bright
elastic	a rubber material that stretches when you pull it and returns to its original size and shape when you let it go
fabrics	cloth or other material produced by weaving together cotton, wool or other threads.
foil	sheets of metal as thin as paper
glass	a hard transparent material
man-made	things are created by people
metal	a hard substance such as iron, steel, gold, or lead
natural	things that exist in nature and are not made by people
opaque	if an object or substance is opaque, you cannot see through it
plastic	a material which is light in weight and does not
rock	the hard substance which the Earth is made of
rough	uneven and not smooth
shiny	things are bright and reflect light
smooth	no roughness, lumps, or holes
soft	not rough or hard
stiff	firm or does not bend easily
stretchy	slightly elastic
transpar-	If an object is transparent, you can see through it
waterproof	does not let water pass through it
wood	the material which forms the trunks and branch-

What should I already know?

- Animals, including humans, have offspring which grow into adults.
- The basic needs of animals, including humans, for survival are water, food and air.
- It is important for humans to exercise, eat the right amounts of different types of food, and stay clean.

What will I know by the end of the unit?

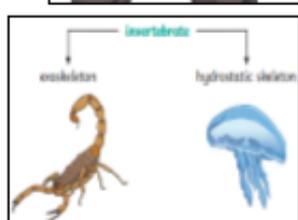
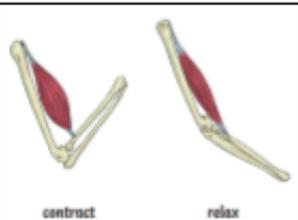
Life exists in a variety of forms and goes through cycles—Animals including humans.

- I know that animals, including humans, need the right types and amount of nutrition.
- There are 5 main food groups (fibre, protein, fats, carbohydrates and dairy) needed for a balanced diet.
- I know that animals, including humans, cannot make their own food; they get nutrition from what they eat.

The human body has a number of systems, each with its own function.

- I know that humans and some other animals have skeleton (vertebrates) and muscles for support, protection and movement.
- Muscles work in pairs to move a joint. One muscle contracts (gets shorter) whilst the other relaxes (gets longer).
- There are over 650 muscles in the human body.
- There are 206 bones in an adult human's body.
- I know blood carries water, nutrition and oxygen.

Examples of food groups needed for a balanced diet:



Key vocabulary

Vertebrate	Animals which have a backbone or spine including mammals, birds, reptiles, amphibians and fishes.
Invertebrate	Animals which do not have a backbone or spine including jelly fish, earthworms and tarantulas.
Organ	A group of tissues that has a specific and vital function e.g. brain, lungs, liver, stomach, heart.
Muscle	A band or bundle of fibres that can contract and relax to allow the body to move.
Bone	Hard whitish tissue which make up the human skeleton.
Joint	Where two or more bones join together.
Tendons	Cords that join muscles to bones.
Blood	Blood Red liquid which carries oxygen to and carbon dioxide from tissues in the body.
Heart	A muscular organ that pumps blood around the body to and from tissues.
Lungs	Pair of organs within the ribcage where oxygen is added to the blood and carbon dioxide is removed.
Arteries	Muscular tubes that transport blood away from the heart to other parts of the body. Type of blood vessel.
Veins	Tubes that carry blood towards the heart once oxygen is transported to muscles.
Vitamin/nutrient	Substance essential for maintenance of life 4 Nutrient and growth.
Hydration	Ensuring the body has enough water.
White Blood Cell	Type of blood cell that fights infection.
Red Blood Cell	Type of blood cell that carries oxygen around the body.
Circulatory System	Combination of heart, blood and blood vessels that transport blood around the body.
Healthy	In a good physical and mental condition.
Energy	Strength to be able to move and grow.
Saturated Fats	Types of fats, considered to be less healthy, that should only be eaten in small amounts.
Unsaturated Fats	Fats that give you energy, vitamins and minerals

Scientific investigation (TAPS)

Plan: Ask relevant questions and use different types of scientific enquiries to answer them.

- Can you ask questions about the diversity of human skeletons?
- Can you turn questions into a form that can be investigated?
- Can you use your findings to make further predictions?

What should I already know?

- Animals can be grouped into vertebrates (and then further into fish, reptiles, amphibians, birds and mammals) and invertebrates.
- Animals can be grouped into carnivores, herbivores and omnivores.
- The differences between the teeth of carnivores and herbivores.
- The names of some common wild and garden plants and deciduous and evergreen trees.
- Examples of habitats (including microhabitats) and the animals and plants that can be found there.
- Living things depend on each other to survive.
- How food chains and food webs work.
- How land use has changed over time and the effects this has on the environment (e.g. urban development).

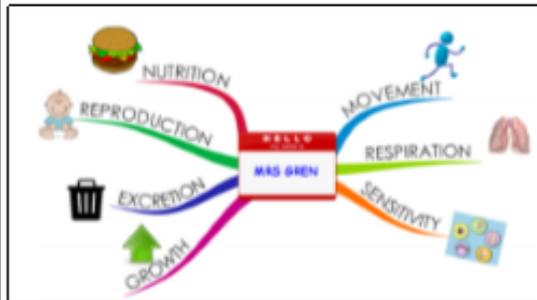
What will I know by the end of the unit?

Living things can be classified according to observable features.

- All living things, which can also be called organisms, have to do certain things to stay alive. These are the life processes: movement, respiration, sensitivity, growth, reproduction, excretion and nutrition.
- Living things can be grouped in a variety of ways (where they live, what type of organism they are, what features they have).
- Classification keys (a tool that is used to group living things) can be used to help group, identify and name a variety of living things in their local and wider environment.

Habitats provide living things with what they need.

- Environments can change and that this can sometimes pose dangers to living things.
- Habitats can change throughout the year and this can have an effect on the plants and animals that live there.
- Humans can have positive and negative effects on the environment:
- Positive effects: nature reserves, ecological parks.
- Negative effects: litter, urban development.



Scientific investigation (TAPS)

Do: Gather, record and classify data.

- Can you group living things in different ways?

Key vocabulary

Biomes	A natural area of vegetation and animals.
Carnivore	An animal that eats meat.
Classification	A key a system which divides things into groups or types.
Criteria	A factor on which something is judged.
Deciduous	Trees that lose leaves in the autumn every year.
Environment	All the circumstances, people, things, and events around them that influence their life.
Evergreen	A tree or bush which has green leaves all the year round.
Excretion	The process of eliminating waste from the body.
Food Chain	A series of living things which are linked to each other because each thing feeds on the one next to it in the series.
Habitat	the natural environment in which an animal or plant normally lives or grows.
Herbivore	An animal that only eats plants.
Invertebrate	A creature that does not have a spine, for example an insect, a worm, or an octopus.
Life Processes	There are seven processes that tell us that living things are alive.
Microhabitat	A small part of the environment that supports a habitat, such as a fallen log in a forest.
Minibeast	A small invertebrate animal such as an insect or spider.
Nutrition	The process of taking food into the body and absorbing the nutrients in those foods.
Omnivore	Person or animal eats all kinds of food, including both meat and plants.
Organism	A living thing.
reproduction	When an animal or plant produces one or more individuals similar to itself.
Respiration	Process of respiring; breathing; inhaling and exhaling air.
Sensitivity	Responding to the external environment.
Urban	Belonging to, or relating to, a town or city.
Vegetation	Plants, trees and flowers.
Vertebrate	A creature which has a spine.

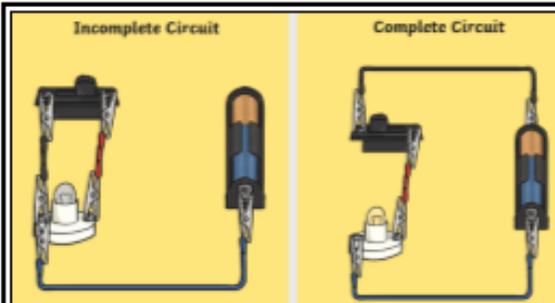
What should I already know?

- Electricity is a form of energy that can be carried by wires and is used for heating and lighting, and to provide power for devices.
- Sources of light and sound may need electricity to work.

What will I know by the end of the unit?

Electricity can make circuits work and can be controlled to perform useful functions.

- Common appliances run on electricity either from the mains or from batteries.
- Electricity is generated using energy from natural sources such as the Sun, oil, water and wind. These can also be called fuel sources.
- A complete circuit is a loop that allows electrical current to flow through wires.
- A circuit contains a battery (cell), wires and an appliance that requires electricity to work (such as a bulb, motor or buzzer).
- The electrical current flows through the wires from the battery (cell) to the bulb, motor or buzzer).
- A switch can break or reconnect a circuit.
- A switch controls the flow of the electrical current around the circuit. When the switch is off, the current cannot flow. This is not the same as an incomplete circuit
- Objects that are made from materials that allow electricity to pass through a create a complete circuit are called electrical conductors.
- Objects that are made from materials that do not allow electricity to pass through and do not complete a circuit are called electrical insulators.
- Metals are good conductors.



Symbol	Picture	Meaning
		Bulb
		Battery
		Wire



Key vocabulary

Appliances	A device or machine in your home that you use to do a job such as cleaning or cooking.
Battery	Small devices that provide the power for electrical items such as torches.
Bulb	The glass part of an electric lamp, which gives out light when electricity passes through it.
Buzzer	An electrical device that is used to make a buzzing sound.
Cell	A synonym for battery
Circuit	A complete route which an electric current can flow around.
Component	The parts that something is made of .
Conductor	A substance that heat or electricity can pass through or along .
Current	A flow of electricity through a wire or circuit.
Device	An object that has been invented for a particular purpose.
Electricity	A form of energy that can be carried by wires and in used for heating and lighting, and to provide power for devices.
Energy	The power from sources such as electricity that makes machines work or provides heat.
Fuel	A substance such as coal, oil, or petrol that is burned to provide heat or power .
Generate	Cause it to begin and develop.
Insulator	A non-conductor of electricity or heat mains where the supply of water, electricity, or gas enters a building.
Motor	A device that uses electricity or fuel to produce movement
Power	Power is energy, especially electricity, that is obtained in large quantities from a fuel source and used to operate lights, heating, and machinery .
Source	Where something comes from.
Switch	A small control for an electrical device which you use to turn the device on or off.
Wires	wires a long thin piece of metal that is us.

Scientific investigation (TAPS)

Review: Report on findings from enquires, including oral and written explanations, displays or presentations of results and conclusions.

- Can you explain results and your conclusions?
- Can you recognise common conductors and insulators, and associate metals with being good conductors?

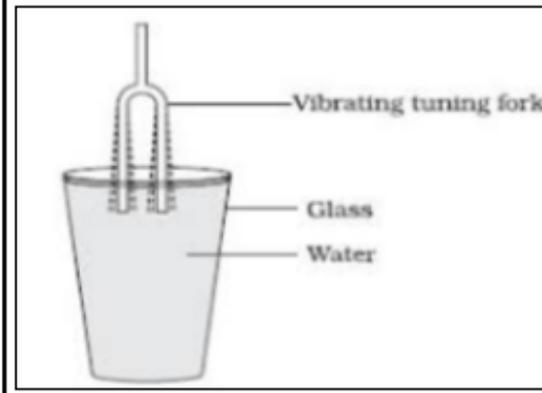
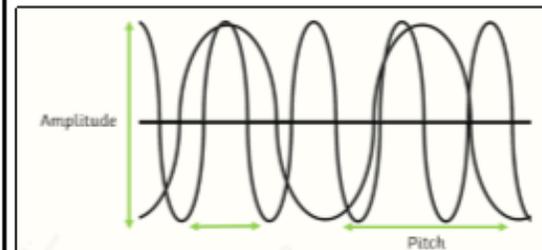
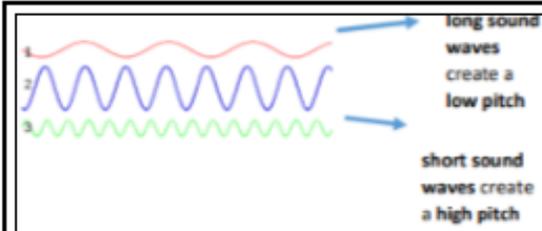
What should I already know?

- Hearing is one of my five senses.
- Sounds can be combined using musical instruments.

What will I know by the end of the unit?

Sound can be reflected & absorbed and enable us to hear.

- Sounds are made by something vibrating.
- The object that makes the sound is called the source.
- Vibrations from sounds travel through a medium (such as air, water, glass, stone, and brick) to the ear. These are called sound waves.
- The sound waves travel to the ear and make the eardrums vibrate.
- Messages are sent to the brain which recognises the vibrations as sounds.
- A vibration with lots of energy makes a powerful sound wave and therefore a loud sound.
- High pitch sounds are created by short sound waves and Low pitched by long sound waves.



Key vocabulary

Amplitude	A measure of the strength of a sound wave.
Decibel	A measure of how loud a sound is.
Electricity	A form of energy that can be carried by wires and is used for heating and lighting, and to provide power for devices.
Energy	The power from sources such as electricity that makes machines work or provides heat.
Frequency	A measure of how many times per second the sound wave cycles.
Medium	Something that makes possible the transfer of energy from one location to another.
Pitch	How high or low a sound is.
Power	Power is energy, especially electricity, that is obtained in large quantities from a fuel source and used to operate lights, heating, and machinery.
Sound Waves	Invisible waves that travel through air, water, and solid objects as vibrations
Source	Where something comes from.
Transmit	To pass from one place or person to another.
travel	How something moves around.
Vibrations	Invisible waves that move quickly.
Volume	How loud or quiet a sound is.

Scientific investigation (TAPS)

Plan: Ask relevant questions and use different types of scientific enquiries to answer them.

- Can you suggest how to alter the pitch?
- Can you carry out tests of these ideas?

Review: Identify differences, similarities or changes related to simple scientific ideas and processes.

- Can you explain how to make the best possible string telephone and suggest reasons for the improvements?

What should I already know?

- I know that some things produce light, such as lamps or candles.

What will I know by the end of the unit?

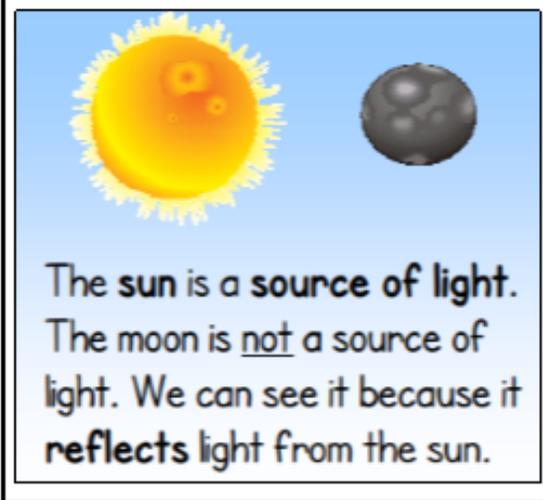
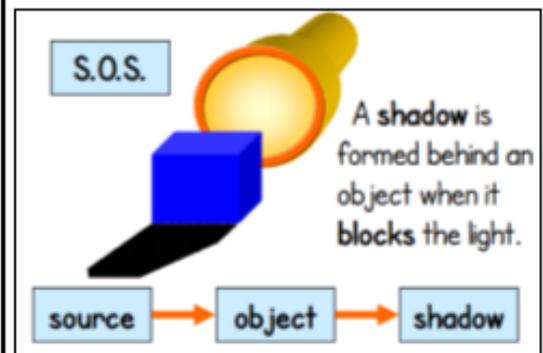
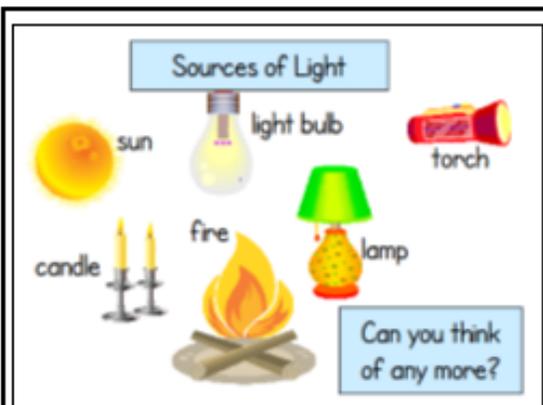
Light can be reflected & absorbed.
Light enables us to see.

- A light source is something that emits light by burning, electricity or chemical reactions.
- Light travels in straight lines.
- I recognise that I need light in order to see things.
- I know that dark is the absence of light.
- I know that light is reflected from surfaces.
- I recognise that light from the sun can be dangerous and that there are ways to protect my eyes.
- I understand that shadows are formed when the light from a light source is blocked by a solid (opaque, transparent, translucent) object.
- I can find patterns in the way that the size of shadows change.

Scientific investigation (TAPS)

Do: Gather and record data to answer questions.

- Can you make a series of careful observations?
- Can you record your observations in a systematic way that relates to the question?



Key vocabulary

Angle	The direction from which you look at something.
Bright	A colour that is strong and noticeable, and not dark.
Chemical Reaction	A process that involves changes in the structure of something.
Dark	The absence of light.
Dim	Light that is not bright.
Electricity	A form of energy that can be carried by wires and is used for heating and lighting, and to provide power for machines.
Emits	To emit a sound or light means to produce it.
Light	A brightness that lets you see things.
Mirror	A flat piece of glass which reflects light, so that when you look at it you can see yourself reflected in it.
Opaque	If an object or substance is opaque, you cannot see through it
Reflects	Sent back from the surface and not pass through it.
Shadows	A dark shape on a surface that is made when something stands between a light and the surface.
Source	Where something comes from.
Surface	The flat top part of it or the outside of it.
Translucent	If a material is translucent, some light can pass through it.
Transparent	If an object or substance is transparent, you can see through it.

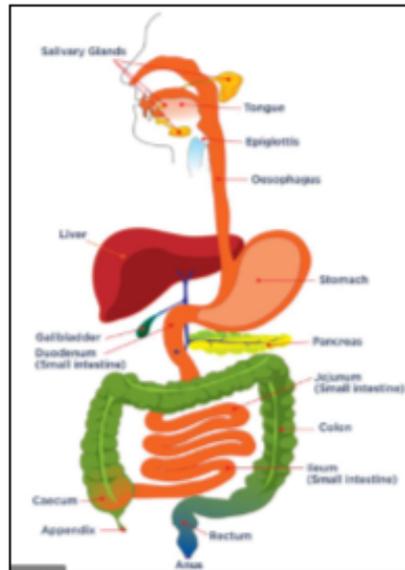
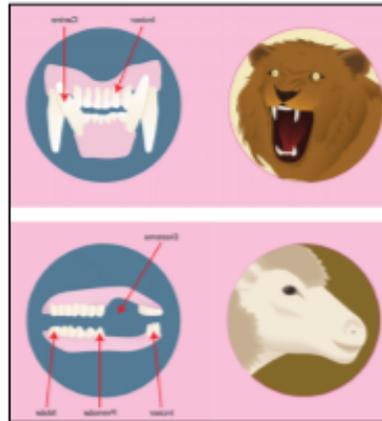
What should I already know?

- Animals including humans cannot make their own food; they get nutrition from what they eat.
- Animals and plants depend on each other to survive.
- All living things (or things that were once living) have a part to play in food chains. Without them, other animals and plants may not be able to survive.

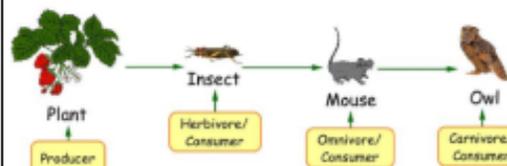
What will I know by the end of the unit?

The human body has a number of systems, each with its own function.

- Humans have three main types of teeth: a) Canines – used for tearing and ripping food b) Incisors – help you bite off and chew pieces of food. c) Molars – help you crush and grind food.
- Carnivores and herbivores have different types of teeth, to suit the type of food they eat.
- Our body needs food to provide it with energy, vitamins, and minerals.
- The digestive system breaks down food into substances that the various organs and cells in our body can use.
- The digestive system acts in stages to digest our food: 1) chewing 2) swallowing 3) stomach 4) large intestines 5) small intestines.
- Food chains are made up of producers, predators and prey.
- Producers use the sunlight to create their own food.
- A food chain shows the path of energy from one living thing to other.
- Decomposers, like bacteria, are necessary for all food chains.



The Food Chain Of An Owl



Key vocabulary

Digestion System	This is designed to extract the goodness from food and get rid of the leftovers.
Nutrition	The substance that you take into your body as food and the way that they influence your health.
Muscles	One of the many tissues in the body that can tighten and relax to produce movement.
Saliva	Mostly made of water and it helps you to chew, taste and swallow food. It contains enzymes which start to break down the food we eat..
Enzymes	Special molecules in the body which act to create a chemical reaction. In the digestive system, the reaction they produce breaks down food.
Oesophagus	The tube in the body that takes food from the mouth to the stomach.
Stomach	An organ in the body where food is digested.
Intestine	A long tube through the body which food travels from the stomach and out the body while it is being digested.
Incisor	Eight teeth at the front of the mouth which have a sharp, straight edge and help cut up the food.
Canines	Four teeth which are tall and pointed and are used to hold and tear food.
Premolars	Eight teeth behind the canines and are lower and bumpy and help to grind food.
Molars	Twelve molars at the back of the mouth are big, flat teeth that also help to grind and chew.
Enamel	Yellowish-white hard material covering a tooth.
Tooth Decay	When bacteria in the mouth begin to eat away at teeth.
Food Chain	Shows how the lives of organisms are linked in natural communities made up of a series of organisms that eat each other. It shows how energy is transferred from one organism to another.
Prey	An animal that is hunted and killed by another for food.
Predators	An animal that hunts, kills and eats other animals.
Herbivores	An animal that eats only plants.
Omnivore	An animal that eats both plants and animals.
Carnivores	An animal that eats meat.
Producer	Plants in a food chain.
Consumer	Animals that eat plants in a food chain.

Scientific investigation (TAPS)

Do: Gather, record and classify data

- Can you group living things in different ways?

What should I already know?

- I know plants go through cycles and can observe and describe how seeds and bulbs grow into mature plants.

What will I know by the end of the unit?

Life exists in a variety of forms and goes through cycles – Plants

- I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- I understand how water is transported within plants.
- I know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Pollination occurs when pollen from the anther is transferred to the stigma by bees and other insects.
- The pollen travels down and meets the ovule. When this happens, seeds are formed - this is called fertilisation.
- Seeds are then dispersed so that germination can begin again.

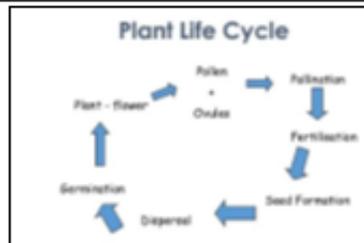
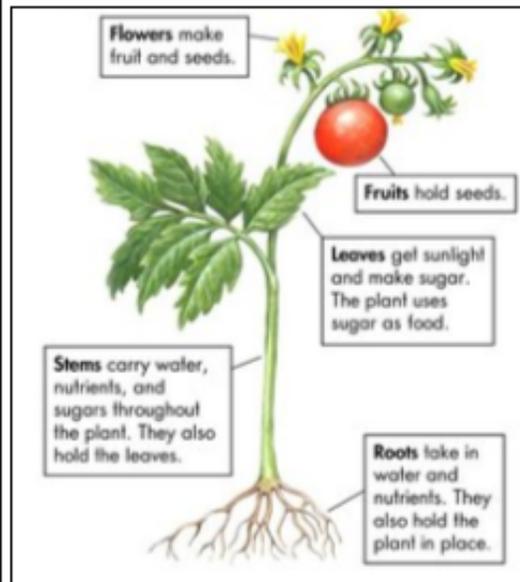
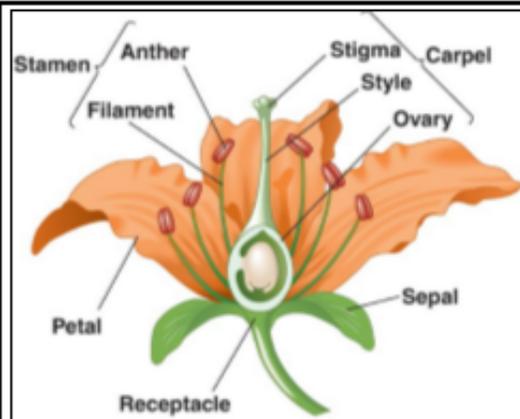
Scientific investigation (TAPS)

Do: Make systematic and careful observations and measurements using standard units.

- Can you use simple apparatus to measure water/height?
- Can you record your measurements?

Review: Use straightforward scientific to answer questions or to support their findings.

- Can you make careful observations?
- Can you use observations to suggest how water is transported?



Key vocabulary

Absorb	Soak up or take in.
Anther	The part of a stamen that produces and releases the pollen.
Bulb	A root shaped like an onion that grows into a flower or plant.
Carbon dioxide	A gas produced by animals and people breathing out.
Deciduous	A tree that loses its leaves in the autumn every year.
Dispersed	Scattered, separated, or spread through a large area.
Dissect	To carefully cut something up in order to examine it scientifically.
Evergreen	A tree or bush which has green leaves all the year round.
Fertilisation	In plants, where pollen meets the ovule to form a seed.
Fertiliser	A substance that is added to soil in order to make plants grow more successfully.
Flower	The part of a plant which is often brightly coloured and grows at the end of a stem.
Germination	If a seed germinates or if it is germinated, it starts to grow.
Life Cycle	The series of changes that an animal or plant passes through from the beginning of its life until its death.
Mature	When something matures, it is fully developed.
Nutrients	Substances that help plants and animals to grow.
ovule	A small egg-shaped thin coloured or white parts which form part of the flower.
Petal	Thin coloured or white parts which form part of the flower.
Pollen	A fine powder produced by flowers. It fertilises other flowers of the same species so that they produce seeds.
Pollination	To pollinate a plant or tree means to fertilise it with pollen. This is often done by insects.
Roots	The parts of a plant that grow under the ground.
Seed	The small, hard part from which a new plant grows.
Stem	The thin, upright part of a plant on which the flowers and leaves grow.
Stigma	The top of the centre part of a flower which takes in pollen.
Structure	The way in which something is built or made.
Temperature	A measure of how hot or cold something is.
Transported	Taking something from one place to another.
Tree	A tall plant that has a hard trunk, branches, and leaves.
Trunk	The large main stem from which the branches grow.
Vegetation	Plants, trees and flowers.
Wild	Animals or plants that live or grow in natural surroundings and are not looked after by people.

What should I already know?

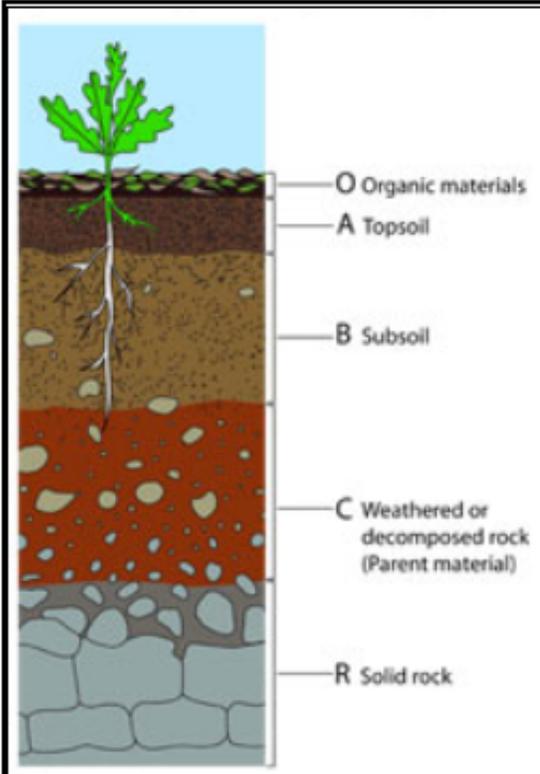
- I can identify and compare the suitability of a variety of everyday materials for particular uses.
- I know some materials can be changed by squashing, bending, twisting and stretching.

What will I know by the end of the unit?

- | | |
|---|---|
| Different rocks have different properties and the formation of soil & fossils can be explained. | <ul style="list-style-type: none"> • I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. • I know that soils are made from rocks and organic matter. |
| Materials have physical properties which can be investigated and compared. | <ul style="list-style-type: none"> • I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Non-permeable rocks have no spaces between the particles, so water cannot pass through. • Permeable rocks have spaces between the particles that allow water to pass through. • I know and can describe how the main types of rock at the Earth's surface are formed: igneous, metamorphic and sedimentary. |

Scientific investigation (TAPS)

- | | |
|---|---|
| Review: Reporting on findings from enquiries. | <ul style="list-style-type: none"> • Can you group rocks based on properties? • Can you talk about/draw a diagram/write about your findings? • Can you draw conclusions about the least/most wearing rock? |
|---|---|



Key vocabulary

Rock	Is a large mass of stone.
Soil	Upper layer of the Earth in which plants grow.
Sedimentary	Rock formed from layers of sand, stones or mud.
Metamorphic	Rock that has changed by heat or pressure.
Igneous	Rocks formed by the actions of a volcano.
Permeable	Allowing liquids or gases to pass through.
Impermeable	Opposite of permeable (waterproof).
Sand	Tiny grains of rock, often yellow or brown.
Gravel	Small stones mixed with coarse sand.
Clay	A sticky kind of earth that can be made into pottery or bricks.
Chalk	A white, soft earthy limestone
Flint	A hard stone that can be shaped into blades, knives and spears for hunting.
Granite	A very hard kind of rock.
Sandstone	Sedimentary rock made up of sand or quartz grains and cemented together.
Volcano	A mountain with a hole at the top that is formed by molten lava bursting through.
Rough	Having an uneven or irregular surface.
Smooth	Having an even surface without marks or roughness.
Erosion	Is the wearing away of the Earth's surface by wind or water.
Drainage	A property of soil, whether it allows water to pass through easily or not.
Mineral	A substance which is taken out of the ground e.g. iron ore is mined and manufactured into metal products.
Fossil	Is the remains or the impression left by a pre-historic plant or animal left in a rock.

What should I already know?

- How to compare and group together different kinds of materials on the basis of their appearance and simple physical properties.
- The suitability of a variety of everyday materials for different purposes.

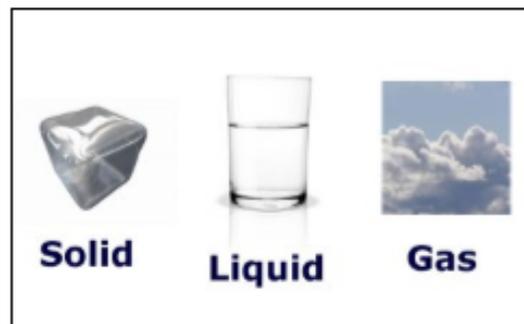
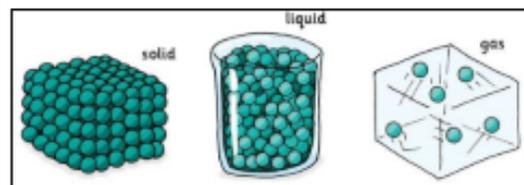
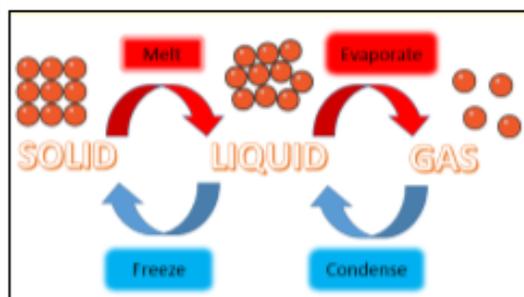
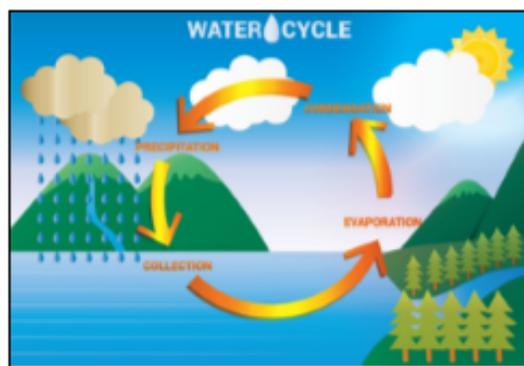
What will I know by the end of the unit?

Materials have physical properties which can be investigated and compared.

- Solids stay the same shape. They can be held in your hands and can be cut into a new shape. Examples – wood, metal, rock, ice.
- Liquids flow and can be poured. They change shape fill the container and their volume never changes. Examples– water, juice, oil
- Gases are often invisible. They always fill the container and their shape & volume change. Examples – oxygen, hydrogen, carbon dioxide.

Materials can exist in different states and that these states can sometimes be changed.

- All materials are made of particles.
- Some materials change state when they are heated or cooled.
- When heated, particles have more energy and when cooled they have less energy.
- Different materials have different temperatures at which they change state.
- Temperature is measured in degrees Celsius (°C).
- Evaporation and condensation are processes in the water cycle.
- The rate of evaporation is affected by temperature.



Key vocabulary

Matter	Objects that take up space and have mass. Everything around you is made up of matter.
Solid	A solid holds its shape and has a fixed volume.
Liquid	A liquid fills up the shape of the bottom of a container. It forms a pool, not a pile and also has a fixed volume
Gas	A gas can escape from an unsealed container. It fills up the space it is in, and does not have a fixed volume.
Evaporation	The process of a liquid heating and changing into a gas.
Condensation	The process of a gas cooling and changing into a liquid.
Melting	The process of a solid heating and changing into a liquid.
Freezing	The process of a liquid cooling and changing into a solid.
Temperature	The degree or intensity of heat present in a substance or object and shown by a thermometer or perceived by touch.
Celsius	A scale of temperature on which water freezes at 0° (and boils at 100°) under standard conditions.
Particle	A tiny amount of something. You can't see them with your eyes!
Reversible	Capable of being reversed so that the previous state is restored.
Irreversible	Not able to be undone or altered – a chemical change has
The Water Cycle	The complete journey that water makes, from one place to the other, and from one state to the other.
Precipitation	When water or snow fall from a cloud.

Scientific investigation (TAPS)

Plan: Set up a fair test	<ul style="list-style-type: none"> • Can you identify what is to be changed and what is to be kept the same? • Can you identify what to observe/measure to see if there is a difference?
Do: Take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.	<ul style="list-style-type: none"> • Can you use a thermometer to measure temperature accurately?

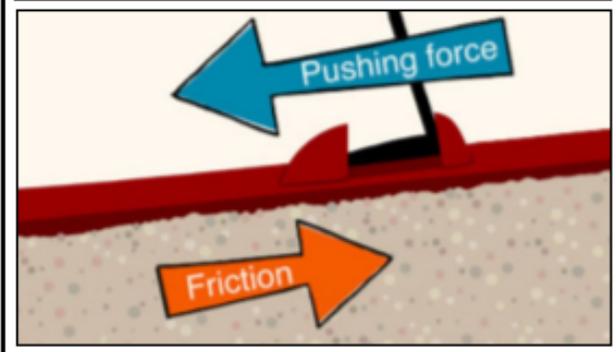
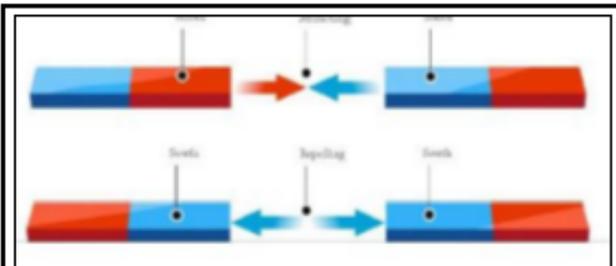
What should I already know?

- I know I can push and pull objects to make them move.

What will I know by the end of the unit?

There are contact and non-contact forces; these affect the motion of objects.

- I can compare how things move on different surfaces .
- I know that some forces need contact between two objects, but magnetic forces can act at a distance.
- I know friction causes objects to slow down and the energy becomes heat.
- I know the sun's gravity keeps the planets orbiting around it.
- I know the faster an object moves, the greater the air and water resistance.
- I know if the forces are balanced on an object it will stay still or continue to move in the same way.
- I know if the forces are unbalanced on an object, it will move, change speed, direction or shape.
- I know weight is the force which pulls on all objects near the earth and is measured in Newton's (N).
- I know magnets attract some materials and not others.
- I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- I know magnets have north and south poles. These attract each other but two north or two south poles repel each other.



Scientific investigation (TAPS)

Plan: Set up simple practical enquiries .	<ul style="list-style-type: none"> Can you plan and set up a fair test?
Plan: Set up simple practical enquiries, comparative and fair tests .	<ul style="list-style-type: none"> Can you decide on an approach to compare magnet strength? Can you recognise and control variables where necessary?
Do: Gather, record and present data (in a table or bar chart) to help in answering questions .	<ul style="list-style-type: none"> Can you make an accurate record of your measurements? Can you use your results to explain how the car moves on different surfaces?
Review: Using results to draw simple conclusions, suggest improvements and raise further questions.	<ul style="list-style-type: none"> Can you use results to predict and explain what may happen on the next attempt? Can you suggest improvements?

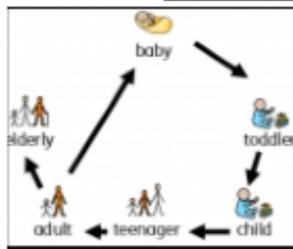
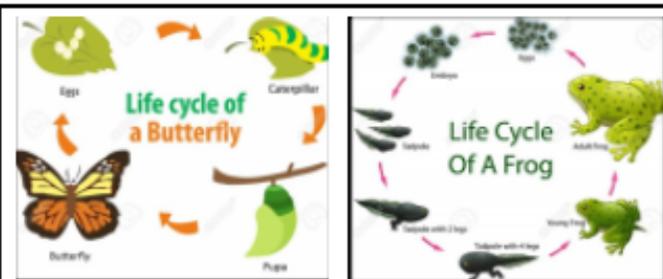
Key vocabulary

Force	A push or pull on an object which can cause it to move, change speed, direction or shape. Measured in <u>Newton's (N)</u> .
Magnet	A material or object that produces a magnetic field. It attracts or repels magnetic objects, including iron.
Contact Force	A force that requires physical contact to occur e.g. kicking a ball.
Attract	To pull towards. Opposite of repel.
Repel	To push away. Opposite of attract.
Propel	The act of driving or pushing forward.
Friction	The resistance of motion when one object rubs against another.
Weight	The force due to gravity on objects.
Mass	The amount of matter contained in an object. g, kg.
Gravity	The area around a large object when a weight can be felt.
Air Resistance	The frictional force of air against a moving object.
Water Resistance	The frictional force of water against a moving object.
Acceleration	Increase in the rate or speed of something.
Balanced Force	Two forces of equal size acting in opposite directions on an object.
Unbalanced Force	Two forces of unequal size acting in opposite directions.
Pulley	A wheel with a grooved rim that a rope can be looped around so that less force is needed to lift heavy objects.
Gears	A wheel with teeth that works with other gears transmit power from one part of a machine to another.
Lever	A rigid bar resting on a pivot that is used to move a heavy or firmly fixed load.

What should I already know?

- Recognise that living things can be grouped in a variety of different ways
- Group and identify some living things in our local and wider environment
- Recognise that environments change and the dangers these have to living things.

What will I know by the end of the unit?



Scientific investigation (TAPS)

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Report and present findings from enquiries, in oral and written forms such as displays and other presentations, using appropriate scientific language.

- Can children present their research clearly?
- Can children present using scientific language?

Key vocabulary

Anther	The part of a stamen that releases the pollen
Bulb	A root shaped like an onion which grows into a plant
Cell	The smallest part of a plant that allows it to function independently
Dispersed	Scattered, spread, or separated through a large area
Fertilization	Male and female gametes meet to form a seed or an embryo
Germination	If a seed germinates or is germinated, it is <u>growing</u>
Life cycle	The series of changes that an animal or plant passes through from the beginning of it's like, to it's death
Metamorphosis	A person or a thing that develops or changes into something completely different.
Pollination	To pollinate a plant or tree means to fertilize other flowers of the same species so that they produce seeds
Pollen	A fine powder produced by flowers. It fertilizes other flowers of the same species so that they produce seeds.
Reproduction	When an animal or plan produces one or more individual similar to itself
Stigma	The top of the center of a flower which takes in pollen

What is reproduction ?

- Sexual reproduction requires two parents with female and male gametes (cells)
- Asexual reproduction will produce offspring that is identical to them and it requires only one parent.

How do plants reproduce?

- Male Gametes can be found in the pollen
- Female Gametes can be found in the Ovary
- Pollination occurs when pollen from another anther is transferred to the stigma by the bees and other insects
- The pollen then travels down and meets the Ovule which causes seeds to form
- Seeds are then dispersed which causes germination to occur again

What are examples of lifecycles?

- The lifecycles of mammals, birds and amphibians and insects have differences and similarities.

What should I already know?

- The simple functions of the basic parts of the digestive system in humans
- The different types of teeth in humans and their simple functions
- Understand a variety of food chains and know what a producer, predator and prey is.

What will I know by the end of the unit?

Describe the changes as humans develop to old age.

- Describe the difference in the life cycles of mammals, animals, an amphibian, an insect and a bird
- Life cycles develop in cycles.
- Understand that the lifecycles of different mammals and animals are different to each other.



Fetal Growth From 8 to 40 Weeks



Scientific investigation (TAPS)

Describe the changes as humans develop to old age

Take measurements using a range of different materials

- Can children record and present results clearly?

Key vocabulary

Adolescent	The process of developing from a child into an adult
Adult	A person who is fully grown or developed
Asexual reproduction	Offspring get genes from one parent so are clones of their parents
Child	A young human being below the age of puberty or below the legal age of majority
Foetus/ Fetus	An unborn or unhatched offspring of a mammal, in particular an unborn human more than eight weeks after conception
Gestation	The time of developing inside the womb between conception and birth
Life expectancy	The average period that you may expect to live
Mammal	A warm blooded vertebrate animal, distinguishable by the possession of hair or fur, females secreting milk for young and typically giving birth to live young
Offspring	A persons child or children/ an animals young
Puberty	The period during which adolescents reach sexual maturity and become capable of reproduction
Reproduction	The production of offspring by a sexual or asexual process
Sexual reproduction	Offspring get genes from both mum and dad, inheriting a mix of features from both

What should I already know?

- Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- The shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Know the different between an object and the material from which it is made.
- Know the names of different everyday materials including woods, plastic, glass, metal, rock and water.
- Group everyday materials based on their simple physical properties.

What will I know by the end of the unit?

Materials have physical properties which can be investigated and compared

- Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, conductivity, and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Decide how mixtures might be separated, including through filtering, sieving and evaporating
- Know that dissolving, mixing and changes of

The physical properties of materials determine their uses.

- Compare the use of different everyday materials such as metals, wood, plastic.

Scientific investigation (TAPS)

Know that some materials will dissolve in a liquid to form a solution

Gather and record data of increasing complexity using tables

- Can children record data clearly and accurately?
- Can children record repeat readings?

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials

Plan different types of scientific enquiry including recognising and controlling variables

- Can children plan and carry out a fair test to compare the absorbency of different brand nappies?
- Can children explain why the test is/is not fair?

Compare everyday materials on basis of their thermal conductivity

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.

Use test results to make predication to set up further comparative and fair tests

- Can children carry out an investigation to test a hypothesis?

Know that some materials will dissolve in a liquid to form a solution

Plan scientific enquiry to answer question and recognise and control variable where necessary

- Can children plan a fair test to investigate factors affecting the speed which solids dissolve in water?

Key vocabulary

Conductor	A material or device which allows heat or electricity to carry through
Dissolve	When something solid mixes with a liquid and becomes part of the liquid
Evaporation	The process of turning from liquid to vapour
Flexible	Capable of bending easily without breaking
Gas	An air-like fluid substance which expands freely to fill any space available
Insulator	A substance that flows freely but can be measured by volume e.g water or oil
Irreversible	Cannot be reversed back to its original state
Liquid	A substance that flows freely but can be measured by volume e.g water or oil
Magnetic	Capable of being magnetized or attracted by a magnet
Material	The matter from which a thing is or can be made from
Opaque	Not able to see through, not transparent
Reversible	Able to be reversed back to its original state
Solid	Firm and stable in shape, not a liquid or fluid
Soluble	Able to dissolved, especially in water
Thermal	Relating to heat
Transparent	Allow light to pass through so that objects behind can be seen

Reversible and Irreversible Changes



What will I know by the end of the unit?

What causes day and night?	<p>The Earth rotates on its axis anti-clockwise and makes a complete rotation over 24 hours (a day)</p> <p>This makes it appear as the sun moves through the sky but the earth's rotation causes day and night</p> <p>Different parts of the earth experience daylight at different times— the means that morning and night are in different places. This is also the reason we have time zones</p> <p>As the earth rotates, shadows that are formed change in size and orientations.</p>
Year length and the seasons	<p>The earth takes 365 and a quarter days to orbit the sun</p> <p>Because of the extra quarter of a day it take to orbit the sun, every four years the Earth is a leap year!</p> <p>It is the Earth tilt that causes seasons</p>
The moon	<p>The moon orbits the Earth anticlockwise and takes approximately 28 days</p> <p>The Moon spins once on its axis every time it orbits Earth. This means that we only see one side of the moon</p> <p>The moon has different phases depending on where it is in orbit</p> <p>The moon's gravity causes high and low tides.</p>
What is a solar system?	<p>There are 8 planets in our solar system (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune). Pluto is a dwarf planet</p> <p>They all orbit the Sun, which is a star, and they all have moons</p> <p>The first four planets are relatively small and rocky, while the four outer planets are gas giants (Jupiter and Saturn) or ice giants (Uranus and Neptune)</p> <p>There are also asteroids, meteoroids and comets in the solar system</p> <p>The solar system is in a galaxy called the Milky Way</p> <p>The galaxy is in the universe.</p>

What should I already know?

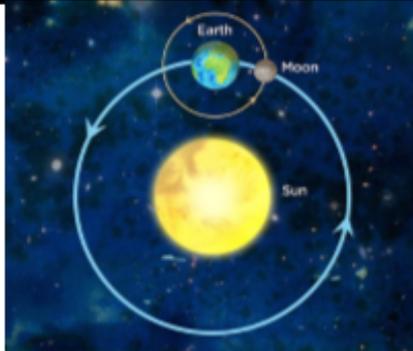
- We have four seasons (autumn, winter, spring and summer)
- The sun is a source of light but the moon is not
- The a shadow is caused when an object blocks light from passing through it
- The properties of a sphere

Scientific investigation (TAPS)

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

Gather and record data using tables and graphs

- Can children design simple tables to record results?
- Can children present results as a bar chart or line graph?



Key vocabulary

Asteroid	A rock that orbits the sun in a belt between Mars and Jupiter
Axis	An imaginary line through the middle of something
Comet	A bright object with a long, tail that travels around the sun
Galaxy	An extremely large group of stars and planets. Our galaxy is called the Milky way
Gravity	The force which causes things to drop to the ground
Leap year	A year which has 366 days. The extra day is the 29th February. There is a leap year every four years.
Meteorite	A rock from outer space that has landed on Earth
Orbit	The curved path in space that is followed by an object going around and round a planet, moon or star
Planet	A large round object in space that moves around a star
Shadow	A dark shape on a surface that is made when something stands between a light and the surface
Solar system	The sun and all the planets that go around it
Star	A large ball of burning gas in space
Time zones	One of the areas into which the world is divided where the time is calculated as being a particular number of hours behind or ahead of GMT (Greenwich Mean Time)
Universe	The whole of space and all the stars, planets and other forms of matter and energy in it.

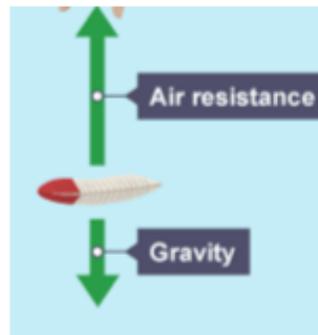
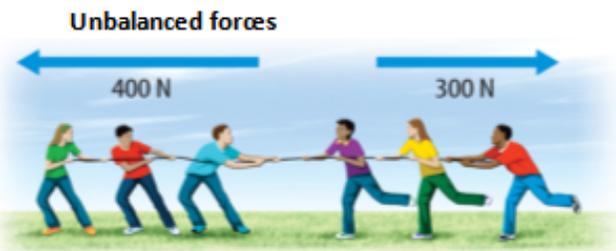
What will I know by the end of the unit?	
What is Gravity?	<ul style="list-style-type: none"> Objects fall towards the Earth because of the force of gravity acting between the earth and the falling object Gravity is the force which draws objects and planets towards its center Gravity keeps all of the planets in orbit around the sun
What is air resistance?	<ul style="list-style-type: none"> Air resistance (or drag) acts against gravity on falling objects and this is how a parachute works.
What affects the motion of objects?	<ul style="list-style-type: none"> Some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.

What should I already know?
<ul style="list-style-type: none"> How things move on different surfaces That some forces need contact between two objects, but magnetic forces can act at a distance Magnets attract or repel each other and attract some materials and not others Group a variety of everyday materials on the basis of whether they attract to a magnet That magnets have two poles

Scientific investigation (TAPS)	
Identify the effect of water resistance.	
Explain the degree of trust in the results.	<ul style="list-style-type: none"> Can children use test results to make predications relating water resistance to surface area? Can children identify variables which may affect the results?

Identify the effect of air resistance that acts between moving surfaces	
Measure, take repeat readings.	<ul style="list-style-type: none"> Can children improve accuracy by repeating measurements? Can children identify patterns in results?

Key vocabulary	
Air resistance	A force that is caused by air with the force acting in the opposite direction to an object
Force	A push or pull upon an object resulting from its interaction with another object
Friction	The resistance that one <u>surface</u> or object encounters when moving over another
Gravity	The force that attracts a body towards the center of the earth
Levers	A rigid bar resting on a pivot that is used to move a heavy object
Pull force	To draw something towards you.
Push force	To move something by using force
Water resistance	A force that is caused by water with the force acting in the opposite direction to an object



PUSH

PULL

What should I already know?

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Describe the life process of reproduction in some plants and animals.

What will I know by the end of the unit?

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Scientific investigation (TAPS)

Give reasons why a particular invertebrate belongs to a certain group

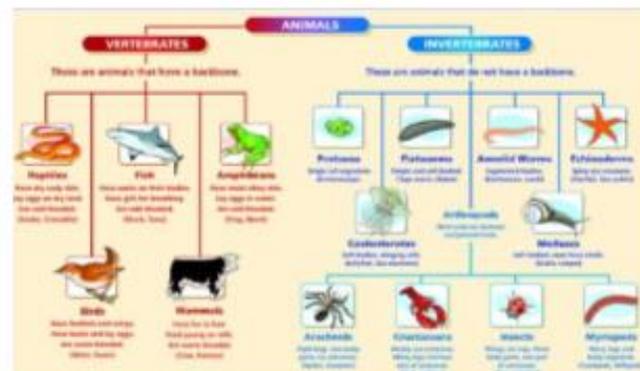
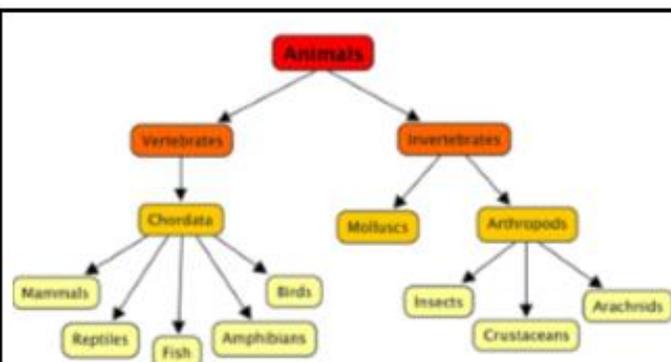
Report and present findings from enquiries using appropriate scientific language

- Can children report and present information about an invertebrate classification group

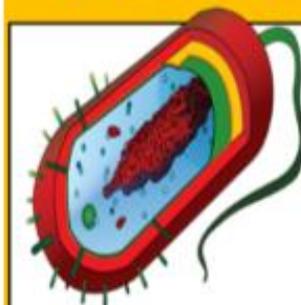
Give reasons for classifying plants and animals based on specific characteristics

Record the results of a survey using a classification key

- Can children create questions which separate animal groups?
- Can children use a classification key?
- Can children record their research clearly, using scientific language?



Bacteria



Bacteria is another microorganism that makes people ill. Bacteria can also cause food poisoning, tooth decay and ear infections.

Key vocabulary

Amphibian	A cold-blooded vertebrate animal that comprises frogs, toads, newts, salamanders
Annelid	A segmented worm
Arachnid	An animal that has eight legs and a body formed of two parts
Bird	A warm-blooded egg-laying vertebrate animal distinguished by the possession of feathers, wings, a beak and typically able to fly
Crustaceans	Mostly live in water with a hard shell and segmented body
Habitat	The natural home or environment of an animal, plant or other organism
Insect	A small animal that has six legs and generally one or two pairs of wings
Invertebrate	An animal lacking a backbone
Mammal	A warm-blooded vertebrate animal, distinguishable by the possession of hair or fur, females secreting milk for young and typically giving birth to live young
Microorganism	A microscopic organism, especially a bacteria, virus or fungus
Reptile	A vertebrate animal that has dry scaly skin and typically lay soft-shelled eggs on land
Vertebrate	An animal with possession of a backbone/spinal column

What should I already know?

Describe the changes as humans develop to old age.
 Describe the simple functions of the basic parts of the digestive system in humans.
 Identify the different types of teeth in humans and their simple functions.
 Construct and interpret a variety of food chains, identifying producers, predators and prey.

What will I know by the end of the unit?

The human body has a number of systems each with its own functions

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

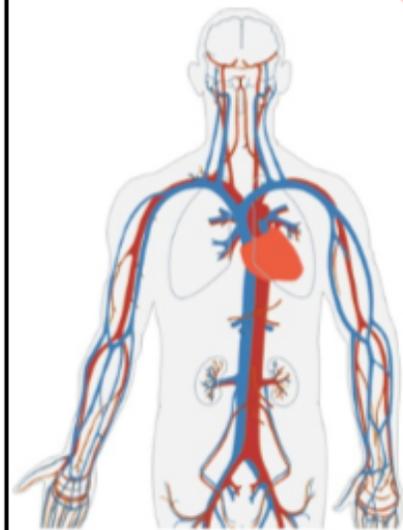
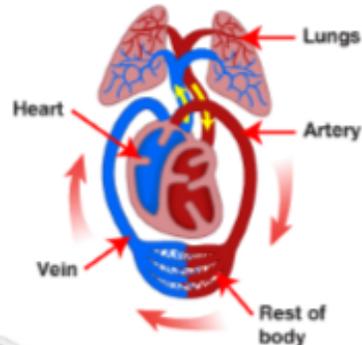
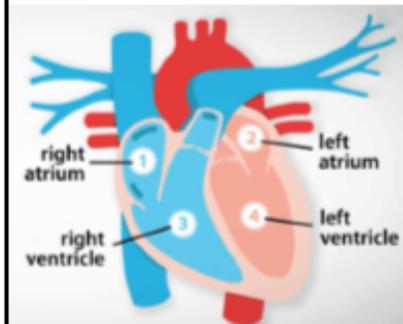
Scientific investigation (TAPS)

Describe the functions of the heart, blood vessels and blood

Recognise the impact of exercise on the way their bodies function

Use test result to make predictions to set up further comparative and fair tests

- Can children plan a scientific enquiry to answer their question?
- Can children explain their findings and consider the degree of trust in their results?
- Can children make predictions based on their results?



Key vocabulary

aorta	the main artery through which blood leaves your heart before it flows through the rest of your body
arteries	a tube in your body that carries oxygenated blood from your heart to the rest of your body
atrium	one of the chambers in the heart
blood vessels	the narrow tubes through which your blood flows. Arteries, veins and capillaries are blood vessels.
capillaries	tiny blood vessels in your body
carbon dioxide	a gas produced by animals and people breathing out
circulatory system	the system responsible for circulating blood through the body, that supplies nutrients and oxygen to the body and removes waste products such as carbon dioxide.
deoxy-genated	blood that does not contain oxygen
heart	the organ in your chest that pumps the blood around your body
lungs	two organs inside your chest which fill with air when you breathe in. They oxygenate the blood and remove carbon dioxide from it
nutrients	substances that help plants and animals to grow
organ	a part of your body that has a particular purpose
oxygen	a colourless gas that plants and animals need to survive
oxygenated	blood that contains oxygen
pulse	the regular beating of blood through your body. How fast or slow your pulse is depends on the activity you are doing
respiration	process of respiring; breathing ; inhaling and exhaling air
veins	a tube in your body that carries deoxygenated blood to your heart from the rest of your body
ventricle	one of the chambers in the heart

What should I already know?

Which things are living and which are not.
 Identifying animals (e.g. amphibians, reptiles, birds, fish, mammals, invertebrates) and plants using classification keys
 Animals that are carnivores, herbivores and omnivores.
 Animals have offspring which grow into adults.
 The basic needs of animals for survival (water, food, air).
 Some animals have skeletons for support, protection and movement.
 Food chains, food webs and the role of predators and prey.
 Features of habitats and the animals and plants that exist there (biodiversity).
 The life cycle of some animals and plants
 Sometimes environments can change and this has an effect on the plants and animals that exist there
 Living things breed to produce offspring which grow into adults.
 This is called reproduction.
 The role of Mary Anning in palaeontology and the discovery of fossils.
 The features of some rocks and the role they play in the formation of fossils.

What will I know by the end of the unit?

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

Key vocabulary

adaptation	a change in structure or function that improves the chance of survival for an animal or plant within a given environment
ancestor	an early type of animal or plant from which a later, usually dissimilar, type has evolved
biodiversity	a wide variety of plant and animal species living in their natural environment
breeding	the process of producing plants or animals by reproduction
characteristics	the qualities or features that belong to them and make them recognisable
environment	all the circumstances, people, things, and events around them that influence their life
evolution	a process of change that takes place over many generations, during which species of animals, plants, or insects slowly change some of their physical characteristics
extinct	no longer has any living members, either in the world or in a particular place
fossil	the hard remains of a prehistoric animal or plant that are found inside a rock
generation	the act or process of bringing into being, through reproduction, especially of offspring
inherit	If you inherit a characteristic you are born with it, because your parents or ancestors also had it
natural selection	a process by which species of animals and plants that are best adapted to their environment survive and reproduce, while those that are less well adapted die out
offspring	a person's children or an animal's young
palaeontology	the study of fossils as a guide to the history of life on Earth
reproduction	when an animal or plant produces one or more individuals similar to itself
species	a class of plants or animals whose members have the same main characteristics and are able to breed with each other
theory	a formal idea or set of ideas that is intended to explain something

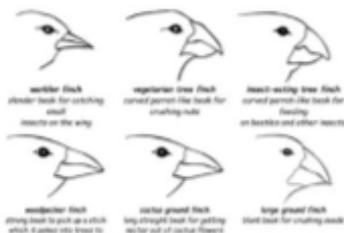
Scientific investigation (TAPS)

Identify how animals are adapted to suit their environment in different ways

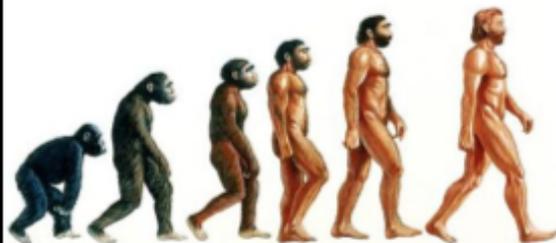
Explain degree of trust in results	<ul style="list-style-type: none"> • Can the children explain how they are testing the strength of the eggs? • Can the children consider the trustworthiness of their method/ results?
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Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

Identifying scientific evidence that has been used to support or refute ideas or arguments.	<ul style="list-style-type: none"> • Can children use evidence (from fossils or research) to develop ideas? • Can children discuss whether evidence supports ideas?
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Charles Darwin, an evolutionary scientist, studied different animal and plant species, which allowed him to see how adaptations could come about. His work on the finches was some of his most famous.



What should I already know?

Recognise that they need light in order to see things and that dark is the absence of light.
 Notice that light is reflected from surfaces.
 Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
 Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
 Find patterns in the way that the size of shadows change.

What will I know by the end of the unit?

Light & sound can be reflected and absorbed and enable us to see and heat

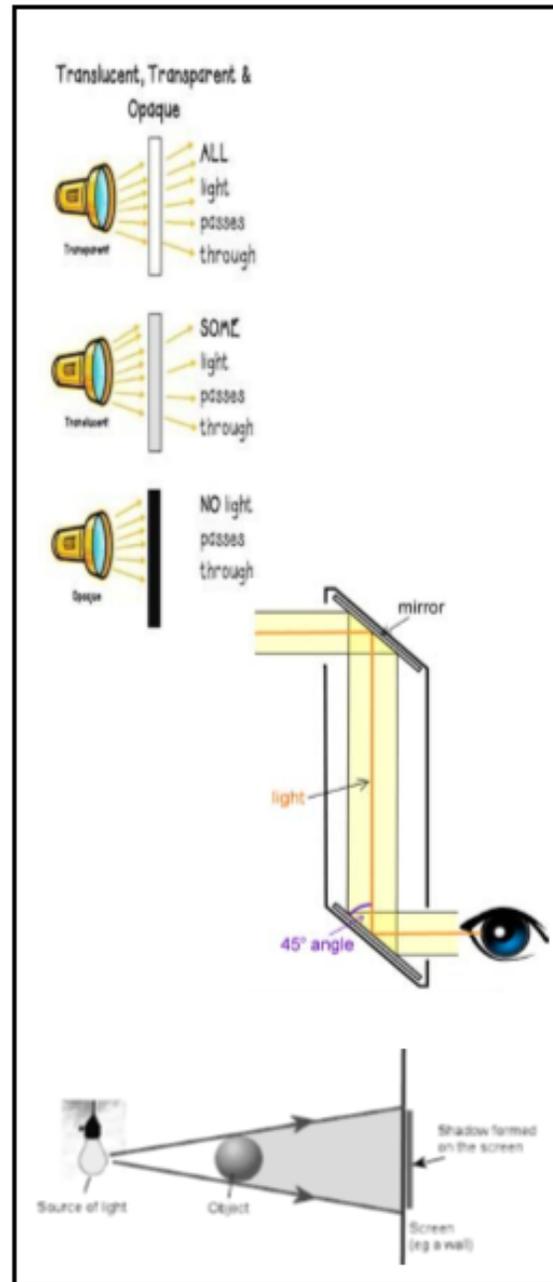
- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to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

Scientific investigation (TAPS)

Use the idea that light appears to travel in straight lines to explain why shadows have the same shape as their objects

Take accurate measurements and record data on a graph

- Can children make accurate measurements?
- Can children choose the appropriate type of graph to present their results?

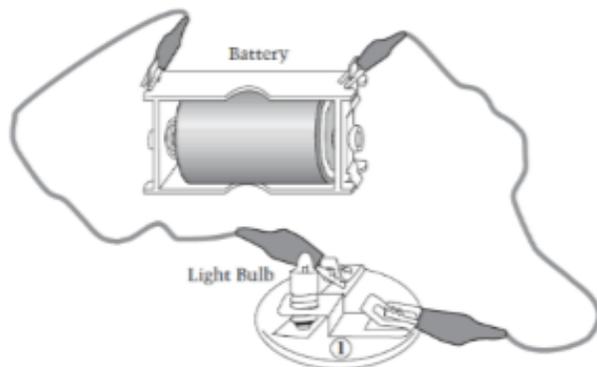
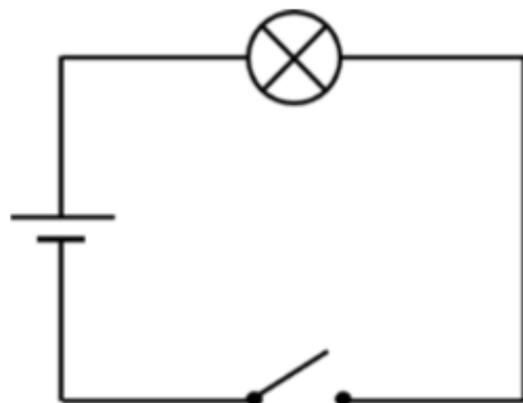
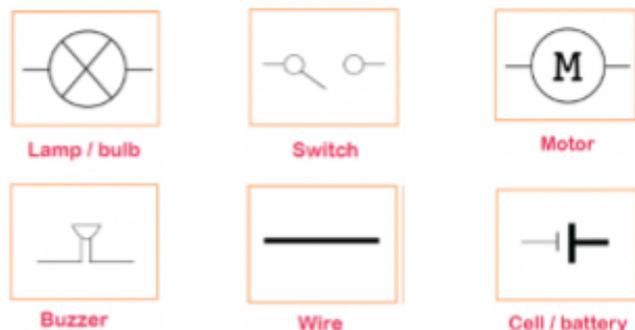


Key vocabulary

absorption	an object which takes in light, opposite to reflection (bouncing back)
Filter	Pass through a device to remove unwanted material (liquid, gas, light or sound)
lens	piece of glass or other see-through material that is curved on one or both sides.
Light source	Something that provides light, whether it be a natural or artificial source of light (e.g. the sun, a torch)
opaque	not capable of having light pass through it. (e.g. black sheet of card)
Periscope	An apparatus consisting of a tube of attached to a set of mirrors or prisms through which an observer can see things that are otherwise out of sight
Reflection	The throwing back by a body or surface of light, heat or sound without absorbing it
refraction	bending of light as it passes through one substance to another.
Shadow	A dark area or shape produced by a body coming between rays of light and a surface
Spectrum	A band of colours, as seen in rainbows, produced by separation of the components of light by their different degrees of refraction
translucent	light may pass through but images on the other side are not clearly visible.
transparent	: light passes through and images are clearly visible on the other side

What should I already know?

Identify common appliances that run on electricity.
 Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
 identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
 Recognise some common conductors and insulators, and associate metals with being good conductors.



What will I know by the end of the unit?

- | | |
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| Electricity can make circuits work and can be controlled to perform useful functions | <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit |
| | <ul style="list-style-type: none"> • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches |
| | <ul style="list-style-type: none"> • use recognised symbols when representing a simple circuit in a diagram |

Scientific investigation (TAPS)

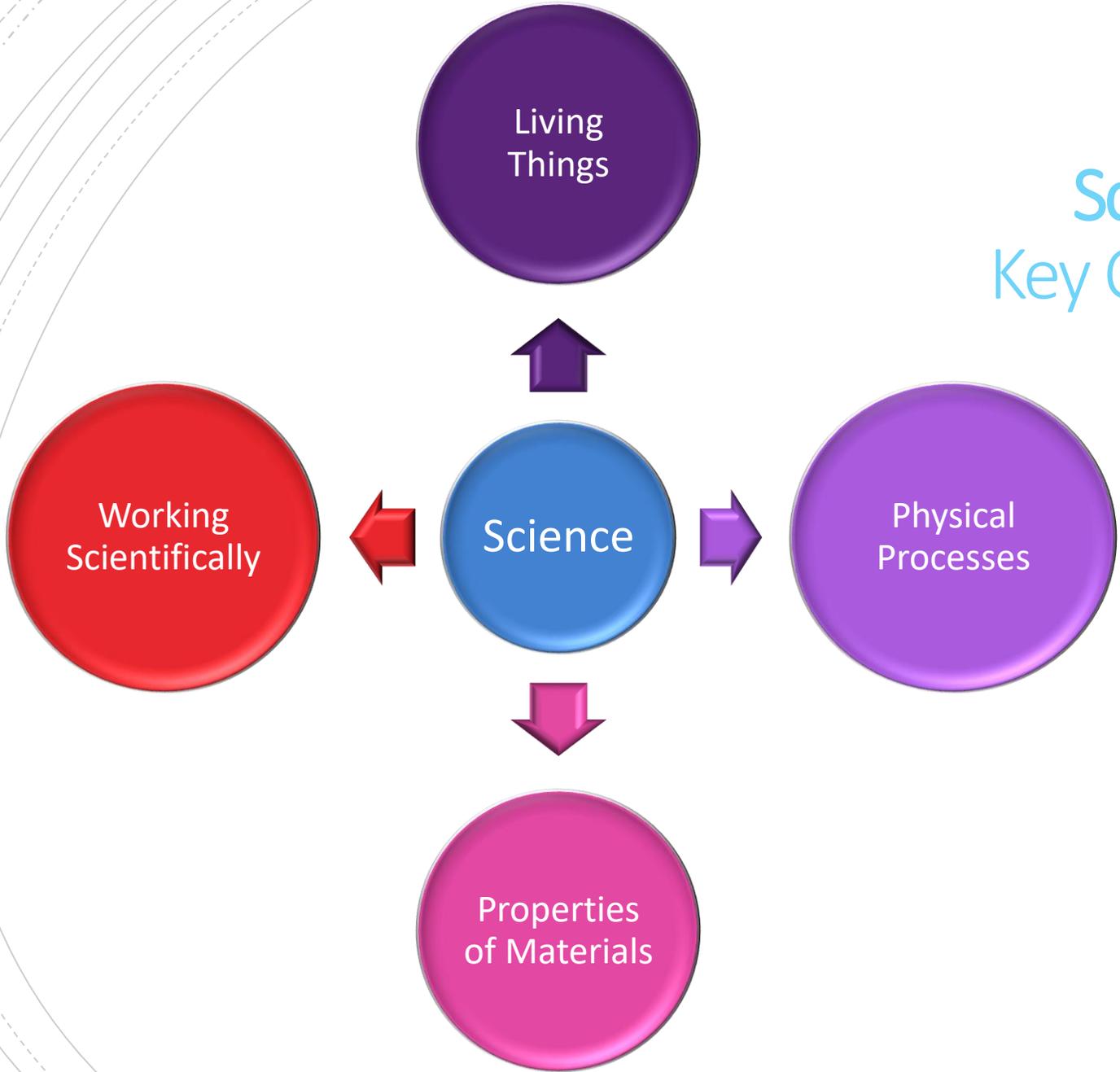
Compare variations in how components function.

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| Plan a scientific enquiry to answer a question, recognising and controlling variables. | <ul style="list-style-type: none"> • Can children raise a question relating to simple circuits and the brightness of the bulb? |
| | <ul style="list-style-type: none"> • Can children decide what evidence to collect in order to answer the question? |

Key vocabulary

Battery	A container consisting of one or more cells where chemical energy is converted into electricity and used as a source of power
Bulb	A glass bulb which provides light by passing an electrical current through a filament
Buzzer	An electrical device that makes a buzzing noise and is used for signalling
Cell	A device containing electrodes that is used for generating current
Circuit	A complete and closed path around which a circulating electric current can flow
Conductor	A material or device which allows heat or electricity to carry through
Current	A flow of electricity which results from the ordered directional movement of electrically charged particles
Electricity	A form of energy resulting from the existence of charged particles
Filament	A conducting wire or thread with a high melting point that forms part of an electric
Motor	A machine powered by electricity that supplies motive power for a vehicle or other moveable device
Switch	A device for making and breaking the connection in an electric circuit
Voltage	An electrical force that makes electricity move through a wire, measured in volts

Science Key Concepts



Science Progression Map – Living Things

	Life Processes	Humans and Other Animals	Green Plants	Variation and Classification
R	<ul style="list-style-type: none"> Explain what a plant needs to grow. 	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments Know the importance of healthy food choices. Talk about ways to keep healthy and safe. 	<ul style="list-style-type: none"> Make observations of plants. 	<ul style="list-style-type: none"> Talk about similarities and differences between myself and others.
1	<ul style="list-style-type: none"> Point out some differences between humans, other animals and non-living things in terms of features. 	<ul style="list-style-type: none"> Recognise and name the parts of the body. Name the parts of an animal's body. Recognise simple changes that take place as an animal gets older. Know that medicines are useful to help us get better when we are ill. Identify the five senses and the location of each sense organ. 	<ul style="list-style-type: none"> Recognise and name external parts of plants e.g. leaf, flower. Recognise that plants are living and need water and light to grow. Describe groups of plants e.g. trees, grass, moss, pondweed. 	<ul style="list-style-type: none"> Name some local plants and animals. Sort living things from inanimate objects.

Science Progression Map – Living Things

Life Processes	Humans and Other Animals	Green Plants	Variation and Classification
<p>2</p> <ul style="list-style-type: none"> Describe the basic conditions required for plants and animals to survive (food, water, air, warmth, light). Know that living things grow and reproduce. Compare humans and other animals including comparing babies and toddlers and the young of other animals at different stages. 	<ul style="list-style-type: none"> Recognise that a persons appearance changes over time, but that some features can be changed Recognise a variety of basic food types and know that a balance is needed to stay healthy. Recognise similarities and differences between themselves and others and to treat others with sensitivity. Understand that we need to exercise to stay healthy. Explain the hazards and risks in medicine. Treat animals with care and sensitivity. 	<ul style="list-style-type: none"> Know that different living things are found in different places. (eg. ponds, woods etc.) Know that flowering plants produce seeds which grow into new plants. Describe changes observed as plants grow. Identify parts common to plants and point out differences. 	<ul style="list-style-type: none"> Sort living things into groups and say why I have put them in a group. Recognise similarities between animals and plants. Group animals according to their habitat and describe some local and non-local habitats in terms of the animals and plants found there.

Science Progression Map – Living Things

Life Processes	Humans and Other Animals	Green Plants	Variation and Classification
<p>3</p> <ul style="list-style-type: none">• Know that humans need a good supply of air, clean water, a variety of foods and regular exercise to stay healthy.• Describe differences between living and non-living things.• Have a sound understanding of all basic life processes.	<ul style="list-style-type: none">• Give explanations for changes in living things.• Recognise some harmful effects of drugs on the human body.• Recognise the stages in growth and development of humans.• Describe the main functions of the skeleton.• Understand the effect of exercise on muscles and heart rate.• Know that muscles work in pairs contracting and relaxing to produce movements.		<ul style="list-style-type: none">• Say ways in which an animal is suited to its environment.• Group a range of plants and animals based on knowledge of their similarities and differences.• Make and use keys based on observable features to help me identify and group living things systematically.• Make predictions about the organisms found in a particular habitat• Use simple keys to identify and name some of the organisms in the local habitats.

Science Progression Map – Living Things

Life Processes	Humans and Other Animals	Green Plants	Variation and Classification
<p>4</p> <ul style="list-style-type: none"> Describe the effects on growth of differing amounts of food, water, air and light. Know that feeding relationships exist between plants and animals in a habitat. Describe this relationship using food chains and terms such as predator and prey. Know that living things need to reproduce if a species is to survive. Know that most food chains start with a green plant. 	<ul style="list-style-type: none"> Recognise that plants provide food for humans and other animals. Use scientific names for some major organs or body systems and locate the position of these in my body. Recognise that the shape of teeth makes them useful for different purposes. Recognise that animals have different diets and therefore different teeth. Recognise that diet can affect the health of humans e.g. some food can damage teeth. 	<ul style="list-style-type: none"> Explain changes in living things. For example how light or water affects plant growth. Make careful observations and measurements of plants growing. Recognise that healthy roots and stems are needed for plants to grow well and am beginning to recognise that the leaves of a plant are associated with healthy growth. Identify the organs of different plants I observe e.g. stamens, stigma and root hairs and explain their function. Name plants in non-local habitats. Explain how seeds are dispersed and why they need to be. 	

Science Progression Map – Living Things

Life Processes	Humans and Other Animals	Green Plants	Variation and Classification
<p>5</p> <ul style="list-style-type: none">• Have a good knowledge of all basic life processes.• Know how energy is transferred in animals when they digest and absorb food.• Know that plants and animals in a local habitat are interdependent and can explain the terms consumer and producer.• Describe the life processes of reproduction in some Animals, including humans.• Describe the main stages of the life cycles of humans and flowering plants and point out the similarities.		<ul style="list-style-type: none">• Describe the main functions of parts of plants including stamen, stigma, style, petal, sepal.• Know that green plants need light and water to grow well and that plants produce new material from air and water in their leaves.• Know that plants produce flowers which have male and female organs and that seeds are formed when pollen fertilises the ovum.• Describe the process of pollination, fertilisation, seed dispersal and germination.	

Science Progression Map – Living Things

Life Processes	Humans and Other Animals	Green Plants	Variation and Classification
6	<ul style="list-style-type: none"> Describe the main functions of organs of the human body, including knowing that the blood comes from the heart in arteries and returns to the heart in veins. Know that blood carries oxygen and other essential material around the body. Name the major food groups and some sources for each of these groups. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Know that there are many micro-organisms such as bacteria which can be beneficial or harmful. Identify one or two species facing extinction and describe a programme to overcome the problem. Describe the ways in which nutrients and water are transported within animals. 		<ul style="list-style-type: none"> Know there are a great variety of living things and Understand the importance of classification. Explain how different organisms are found in different habitats because of differences in environmental factors 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

Science Progression Map – Properties of Materials

	Grouping and Classifying Materials	Changing Materials	Separating Materials
R	<ul style="list-style-type: none"> Identify similarities and differences in materials and objects. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		
1	<ul style="list-style-type: none"> Describe materials using my senses, saying what they look like and what they feel like. Know a range of properties e.g. texture and appearance. Give reasons why a material may or may not be suitable for a certain purpose. Group together objects made of the same common materials and can name the material. 		
2	<ul style="list-style-type: none"> Identify a range of common materials and I know some of their properties e.g. bendy, waterproof and their uses. Describe the similarities and differences between materials Compare materials and sort them into groups describing the reasons using terms such as shiny, hard, smooth. Identify some materials that occur naturally and others that do not. 	<ul style="list-style-type: none"> Describe the changes to some materials by heating, cooling, bending and stretching Identify some materials that can be changed by squashing, bending etc. and that some easily change back and that others do not. Describe how the shape of liquids can be changed by pouring them into different containers. Know that ice, water and steam are the same material. Describe how water can be changed into ice and steam and the reverse. 	

Science Progression Map – Properties of Materials

Grouping and Classifying Materials

Changing Materials

Separating Materials

3

- Describe materials into groups in a variety of ways using their properties.
- Explain why some materials are particularly suitable for specific purposes e.g. glass for windows, copper for electrical cables.
- Investigate the suitability of a material for a particular purpose and can rank materials according to my findings.
- Group rocks according to their observable characteristics such as texture, permeability.
- Know that soils come from rocks, and that there are different kinds of soils depending on the rock from which they have come.

4

- Describe the differences between the properties of solids, liquids and gases.
- Explain how these differences are used to classify substances (including solids, liquids, gases, acids and alkalis).
- State the characteristics of good thermal insulators and identify everyday uses for these.
- Recognise that air is one of a range of gases which have important uses.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

- Recognise and classify changes that can be reversed e.g. the freezing of water, and some such as the baking of clay, cannot.
- Classify changes using reversible and non-reversible.
- Know that temperature is a measure of how hot or cold things are.
- Use scientific terms to describe changes. (Evaporation, condensation.)
- Use my knowledge of reversible and irreversible changes to make predictions about whether changes are reversible or not.
- Use thermometers accurately and know that the freezing temperature of water is 0°C and the boiling point is 100°C
- Know that the same material can exist as both a solid and a liquid and that different solids melt at different temperatures.
- Recognise that melting and solidifying or freezing are changes that can be reversed.
- Describe examples of the main processes associated with water changing state and recognise that these processes can be reversed.
- Explain the water cycle in terms of these processes.

- Separate materials using magnetism.
- Demonstrate sieving to separate solid particles of different size.
- Describe methods to separate mixtures (filtration, distillation.)
- Select appropriate methods for separating mixtures by decanting, sieving or magnetism.
- Recognise that when solids dissolve into water they form solutions and they break into very small particles that pass through the holes in the filter paper.
- Describe some factors that affect the rate at which a solid will dissolve.

Science Progression Map – Properties of Materials

Grouping and Classifying Materials	Changing Materials	Separating Materials
<p>5</p> <ul style="list-style-type: none"> Describe some metallic properties and use these properties to distinguish metals from other solids. (e.g.. good electrical conductivity.) Know that indicators are used to distinguish acids from alkalis. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. 	<ul style="list-style-type: none"> Identify a range of contexts in which changes take place. (e.g.. evaporation, condensation.) Explain how to make things ‘dry’ more quickly using ideas about factors affecting evaporation e.g. hairdryer warms hair and blows evaporated water away. Give examples of how heating and cooling materials can cause them to change, and that burning can produce new materials. Know that temperature can affect the rate at which evaporation or condensation will take place. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Demonstrate that dissolving, mixing and changes of state are reversible changes. 	<ul style="list-style-type: none"> Use my knowledge of how a mixture can be separated to suggest ways in which other similar mixtures might be separated. Recognise that dissolving is a reversible change. Explain why there is a limit to how much solid will dissolve in a liquid and how to recover the solid. Explain that the larger the volume of water the more solid will dissolve. Use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
<p>6</p>		

Science Progression Map – Physical Processes

	Electricity	Forces	Light and Sound	Earth and Space
R		<ul style="list-style-type: none"> • Push and pull my body along apparatus. • Talk about how I make balls/hoops move. 		<ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons.
1				<ul style="list-style-type: none"> • Know it is dangerous to look at the Sun. • Know that the weather changes according to the time (season) of the year. • Describe how the position of the Sun appears to change during the day. • Generalise that when the Sun is behind an object the shadow is in front. • Know that shadows can be used to tell the approximate time of day. • Describe changes during each of the four seasons of the year.
2				

Science Progression Map – Physical Processes

Electricity	Forces	Light and Sound	Earth and Space
<ul style="list-style-type: none">• Use my knowledge of physical processes to link cause and effect and explain that a bulb doesn't light because of a break in an electrical circuit.• Construct circuits with more than one bulb.• Know that the 'amount' of electricity depends on the number of cells.• Build a circuit to test which materials let electricity pass through.• Explain that metals are good conductors and plastics good insulators. <p>3</p> <ul style="list-style-type: none">• Predict the effect of including additional cells in a circuit.• Draw diagrams, using standard symbols, of the series circuits I have created.• Make predictions about how to change the brightness of a bulb or speed of a motor in a circuit.		<ul style="list-style-type: none">• Make statements about physical processes such as; the fainter the sound, the further I am from the source.• Know that sound travels through air.• Explain that shadows are formed when light from a source is blocked.• Compare and order sounds in order of magnitude.• Recognise that even some transparent objects block some light and form shadows.• Use physical ideas to explain phenomenon. (Eg. the formation of shadows, sounds being heard through a variety of materials.)• Tell the difference between loudness and pitch of sounds.• Suggest how to change the pitch and loudness of sounds produced by a range of musical instruments.• Know that vibrations produce sound and describe ways in which the pitch of a sound can be raised or lowered.• Recognise that sounds travel through solids, water and air.	

Science Progression Map – Physical Processes

Electricity	Forces	Light and Sound	Earth and Space
4	<ul style="list-style-type: none">• Use my knowledge of physical processes to link cause and effect and explain a push or pull affecting the speed or movement of an object.• Describe the direction of forces between magnets or between a spring.• Classify materials as magnetic or non-magnetic.• Make generalisations about physical phenomena.• Describe how to increase air and water resistance.• Explain that friction is a force between two moving surfaces and how it can be increased or decreased.• Use a force meter to measure forces accurately.• Know gravity as the 'pull' of the Earth on objects.		

Science Progression Map – Physical Processes

Electricity	Forces	Light and Sound	Earth and Space
5	<ul style="list-style-type: none">• Know that weight is measured in Newtons.• Recognise that when an object falls, air resistance is the frictional force of air on objects moving through it and acts in the opposite direction to weight.• Explain that the Earth and objects are pulled towards each other and that this gravitational attraction causes objects to have weight.• Recognise that some mechanisms, including gears, pulleys, levers and springs, allow a smaller force to have a greater effect.• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces		<ul style="list-style-type: none">• Use models to explain effects that are caused by the movement of the earth. (Eg. length of the day or year.)• Explain the changes in the appearance of the Moon over a period of 28 days.• Independently represent the times of sunrise and sunset in graphs.• Describe the movement of the Earth and other planets relative to the Sun in the solar system.

Science Progression Map – Physical Processes

Electricity	Forces	Light and Sound	Earth and Space
<p>6</p> <ul style="list-style-type: none">• Use ideas to explain how to make a range of changes e.g. altering the current in a circuit.• Set up a circuit which can be used to investigate an ideas.• Use my knowledge about electrical conductors and insulators to answer questions about circuits.• Know that the current flow is the same at all parts of the circuit.• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.		<ul style="list-style-type: none">• Indicate direction of light using straight lines or arrows.• Recognise that light from and objects can be reflected by a mirror, the reflected light enters our eyes and we see the object.• Identify factors affecting the size and position of shadows.• Make generalisations about the types of materials that muffle or conduct sound well.• 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 explain why shadows have the same shape as the objects that cast them.	

Science Progression Map – Working Scientifically

Observing	Researching	Questioning	Planning	Predicting	Measuring	Reporting	Interpreting
<ul style="list-style-type: none"> • Make general sensory observations of animals and plants. <p>R</p> <ul style="list-style-type: none"> • Make simple descriptions of the world around me. 	<ul style="list-style-type: none"> • Look at objects and pictures and discuss what I see. 	<ul style="list-style-type: none"> • Ask questions about aspects of my familiar world. 	<ul style="list-style-type: none"> • Generate a variety of ideas for testing (not always realistic or appropriate). 	<ul style="list-style-type: none"> • Make a simple guess – what might happen? 	<ul style="list-style-type: none"> • Measure by direct comparison. • Use non-standard units of measurement. • Use simple comparative vocabulary (e.g. bigger, smaller). 	<ul style="list-style-type: none"> • Talk about objects and events. • Make simple recordings (e.g. pictures, images). 	<ul style="list-style-type: none"> • Notice ‘which worked best’ and make simple comparative statements. • Answer an initial question simply.

Science Progression Map – Working Scientifically

Ideas and Evidence in Science	Planning	Obtaining and Presenting Evidence	Considering Evidence and Evaluating
<p>1</p> <ul style="list-style-type: none"> • Talk about what I see, hear touch, smell or taste. 	<ul style="list-style-type: none"> • Ask questions about what I see. • Try to answer questions. • Know why I am trying to find out things. • Give some reasons why things may happen. 	<ul style="list-style-type: none"> • Draw pictures of what I see, hear, touch, smell or taste. • Put information on a chart. • Make some measurements of what I observe. (e.g loud, quiet, long short etc.) • Use the computer to draw what I have observed. 	<ul style="list-style-type: none"> • Tell others what I have done. • Tell others what I have found out.
<p>2</p> <ul style="list-style-type: none"> • Use all of my senses to observe and compare living things, objects and events, so that try to answer questions using scientific vocabulary. 	<ul style="list-style-type: none"> • Act on suggestions about how to find things out. • Find information from books or other printed (or screen) sources. • Recognise when a test is unfair 	<ul style="list-style-type: none"> • Carry out instructions for simple investigations. • Describe my observations using scientific vocabulary. • Make measurements using simple equipment. (length, time, capacity, weight). • Record my observations on screen and paper using text, tables, drawings and labelled diagrams. 	<ul style="list-style-type: none"> • Compare observations using scientific vocabulary. • Say whether what happened was what I expected. • Discuss agree or challenge observations made by my peers.

Science Progression Map – Working Scientifically

Ideas and Evidence in Science	Planning	Obtaining and Presenting Evidence	Considering Evidence and Evaluating
<p>3</p> <ul style="list-style-type: none"> Recognise why it is important to collect data to answer questions. 	<ul style="list-style-type: none"> Act on suggestions and put forward my own ideas about how to find the answer to a question. Carry out a fair test and explain why it was fair. Predict what might happen before I carry out any tests using scientific reasoning. Measure length, mass, time and temperatures using suitable equipment. 	<ul style="list-style-type: none"> Use scientific vocabulary to describe my observations. Make relevant observations and measure quantities, such as length or mass, using a range of simple equipment. Record my observations, comparisons and measurements using tables, charts, text and labelled diagrams. 	<ul style="list-style-type: none"> Give reasons for observations. Look for patterns in my data and try to explain them. Suggest how make improvements to my work.
<p>4</p> <ul style="list-style-type: none"> Recognise that scientific ideas are based on evidence. 	<ul style="list-style-type: none"> Decide on the most appropriate approach to an investigation (e.g. a fair test) to answer a question. Describe how to vary one factor while keeping others the same. Make predictions. Select which information to use from sources provided for me (print and screen). Begin to identify risks in investigations. 	<ul style="list-style-type: none"> Make observations using materials and equipment that are right for the task. Record my observations using tables and bar charts. Plot points to make line graphs. 	<ul style="list-style-type: none"> Use data to interpret patterns in my data. Consider how changing one variable can alter another and use the convention of ‘er’ words to describe this (eg. the heavier the load, the longer the spring). Relate conclusions to these patterns. Use appropriate scientific language. Suggest improvements to my work and give reasons.

Science Progression Map – Working Scientifically

	Ideas and Evidence in Science	Planning	Obtaining and Presenting Evidence	Considering Evidence and Evaluating
5	<ul style="list-style-type: none"> Describe how experimental evidence and creative thinking have been combined to provide a scientific explanation. (eg. Jenner’s work on vaccination.) 	<ul style="list-style-type: none"> Find an appropriate approach when trying to answer a question. Select from a range of sources of information. When investigation involves a fair test, I find the key factors to be considered. Make predictions based on my scientific knowledge and understanding. 	<ul style="list-style-type: none"> Select apparatus and plan to use it effectively. Make a series of observations, comparisons or measurements with precision. Use the computer to collect data Record observations and measurements systematically. Use appropriate scientific language and conventions to communicate data. 	<ul style="list-style-type: none"> Repeat observations and measurements and offer explanations for any differences I encounter. Draw conclusions that are consistent with the evidence and relate these to scientific knowledge. Make practical suggestions about how my working methods can be improved.
6	<ul style="list-style-type: none"> Describe evidence for some accepted scientific ideas and explain how the interpretation of evidence by scientists leads to the development and acceptance of new ideas. 	<ul style="list-style-type: none"> Use scientific knowledge and understanding to identify an appropriate approach. Select and use sources of information effectively. 	<ul style="list-style-type: none"> Make enough measurements, comparisons and observations for the task. Measure a variety of quantities with precision, using instruments with fine-scale divisions. Choose scales for graphs and diagrams that enable me to show data and features effectively. Select and use appropriate methods for communicating qualitative and quantitative data 	<ul style="list-style-type: none"> Identify measurements and observations that do not fit the main pattern shown. Draw conclusions that are consistent with the evidence and use scientific knowledge and understanding to explain them. Make reasoned suggestions about how their working methods could be improved.

Design is not just what it
looks like and feels like.
Design is how it works.

Steve Jobs

Design Technology

- Intent and Purpose p192
- Implementation and Pedagogy p195
- Breadth p198
- Key Concepts p199
- Progression Maps p200

Design Technology Intent and Purpose

Why do we teach Design Technology?

Design 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.

What is the aim of our curriculum for Design Technology?

The National Curriculum for Design Technology ensures children:

- **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 Technology Intent and Purpose

What do we teach in our Design Technology curriculum?

EYFS

- Make:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Evaluate:** Recognise a range of technology in their houses and schools and understand why it is used.
- Technical knowledge:** Select a range of technology for purposes and understand why it is used.
- Cooking and nutrition:** understand the importance of good health of physical exercise and understanding the importance of healthy food choices, talk about ways to keep healthy and safe.

KS1

- Design:** design purposeful products, appealing to themselves and others and Communicate their ideas through talking, drawing and mock-ups
- Make:** select from and use a variety of tools to perform practical tasks and select a variety of materials, according to their characteristics
- Evaluate:** explore and evaluate a range of existing products and evaluate their own designs
- Technical knowledge:** build structures, exploring how they can be made stronger, stiffer and more stable and explore how to use mechanisms, such as levers, in their products.
- Cooking and nutrition:** understand where food comes from and use the basic principles of a healthy, varied diet to prepare dishes

KS2

- Design:** use research and develop design criteria to inform the design of innovative, appealing products that are purposeful and aimed at a certain group of individuals
- Make:** select from a wide range of tools and equipment to perform practical tasks accurately and select from and use a wide range of materials and components according to their functional properties and aesthetic qualities
- Evaluate:** investigate and analysis a range of existing products, and evaluate their own design and consider the views of others to improve their designs. Children should also understand how key events and individuals in design and technology have helped shape the world
- Technical knowledge:** apply their understanding of how to strengthen, reinforce more complex structures and understand how to use mechanical and electrical systems in their products. Children should also apply their understanding of computing to program, monitor and control their products.
- Cooking and nutrition:** To understand the principles of a healthy, varied diet and prepare and cook a variety of savoury dishes using a range of cooking techniques. Children should also understand seasonality and know where a variety of foods are grown, reared and produced.

Design Technology Intent and Purpose

How does our Design Technology curriculum link to our key curriculum competencies?

Character

Designing and evaluating their designs requires application of growth mindset and the need to be resilient. It also develops their communication skills, and there are plenty of opportunities to work in a group.

Cultural

Design Technology allows children to understand and develop basic skills necessary to participate within 21st Century. It provides links and skills needed for various jobs e.g structural work, fashion. It also equips children with life skills, such as learning how to cook and what makes a healthy diet.

Core

Design Technology can be integrated into the Core Subjects. Maths is used throughout DT, in measurement, drawing etc. English is also essential in writing/ linking designs and evaluating their end products or ideas.

Curriculum

Design Technology can be linked to different subjects, such as geography with the exploration of different designs, computing in being able to research ideas and design their ideas.

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Design Technology Implementation and Pedagogy

How is Design Technology taught at Nine Mile Ride?

- At Nine Mile Ride, we use the National Curriculum to map out long term coverage of progression of knowledge, understanding and skills, and use the resource, 'Projects on a Page' to guide our medium and weekly planning. From these resources, we have developed a progression of knowledge, skills, techniques, materials and equipment building on from each year group. We do not follow a scheme of work; instead we teach Design and Technology as part of our Creative Curriculum, driven through thematic topics. We ensure the subject is linked to children's own interests and integrated into real contexts for their learning. Great/culturally important designers are suggested for each year group to follow, but flexibility is encouraged to allow the teachers to use their own and their classes' interest as well.
- Our Design and Technology curriculum is designed to enable teachers to deliver engaging, practical and meaningful lessons, where learning is facilitated through analysis of existing products/designs and designers, hands on learning, critical questioning, flexible thinking and problem solving. It is taught in mixed-ability class groups, where the focus is on all pupils working together on the same lesson content at the same time. Where appropriate scaffolding is used in order to support and challenge pupils and ensure all new skills and knowledge are fully embedded. Oracy is promoted and celebrated through discussion and questioning as well as cross curricular links being made where appropriate. Children are modelled how to work safely to lead their own research, create their own designs and ideas and encouraged to question theirs, and others design choice.
- The subject is split into two main strands- 'Design and Making' and 'Cooking and Nutrition' and one of the two areas is taught every term through a sequence of lesson. Through Years 1-6, 'Design and Making' begins with the design stage where children investigate and evaluate existing products before designing and making their own prototypes. Then the production stage, where children choose from a range of different materials, tools and taught techniques to create their own designs. Finally, the evaluation stage, where children discuss their own, and their peers work, and evaluate its effectiveness.
- Cooking and Nutrition also follows the latter but also includes lessons on following recipes, developing skills on general hygiene and safety, understanding the importance of a healthy and varied diet and learning about where food comes from and seasonality.

Design Technology Implementation and Pedagogy

Why is Design Technology taught in this way?

- Nine Mile ride teaches Design and Technology linking with the overarching topic of each year group as there is evidence to suggest that basing subjects on children's interests and topics relevant to them, engages and encourages their learning. It also enables teachers to make tangible and meaningful cross curriculum links to teaching Maths, English, Science and many other areas.
- The Design and Technology Association states that, 'The skills learned in D&T also help with learning across the curriculum. Knowledge about the properties of materials helps in science and the practice of measuring accurately helps in maths. These skills help in IT through the children's use of computer control and, naturally, in art and design. The Design and Technology Association also states, 'We feel it is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work.'
- We feel it is important to ensure children are given a broad range of opportunities to develop the skills and knowledge to design and make functional objects/meals/recipes they will come across and be important in their lives. We also place a high importance on children seeing and exploring real life products and designers from the past and present. We explore how design and technology is all around and show the children the wide career opportunities in this field available to them later in life.
- The practical element of our lessons helps bring the learning to life and ensures children can demonstrate creativity and imagination. It also provides the opportunity for children to see first- hand to see the challenges faced with design processes and how to overcome these.
- Two teachers from Nine Mile Ride have attended Primary Engineering training whose work tries to bridge the gap between industry and education. This has helped to informed our, 'Take inspiration' key concept.

Design Technology Implementation and Pedagogy

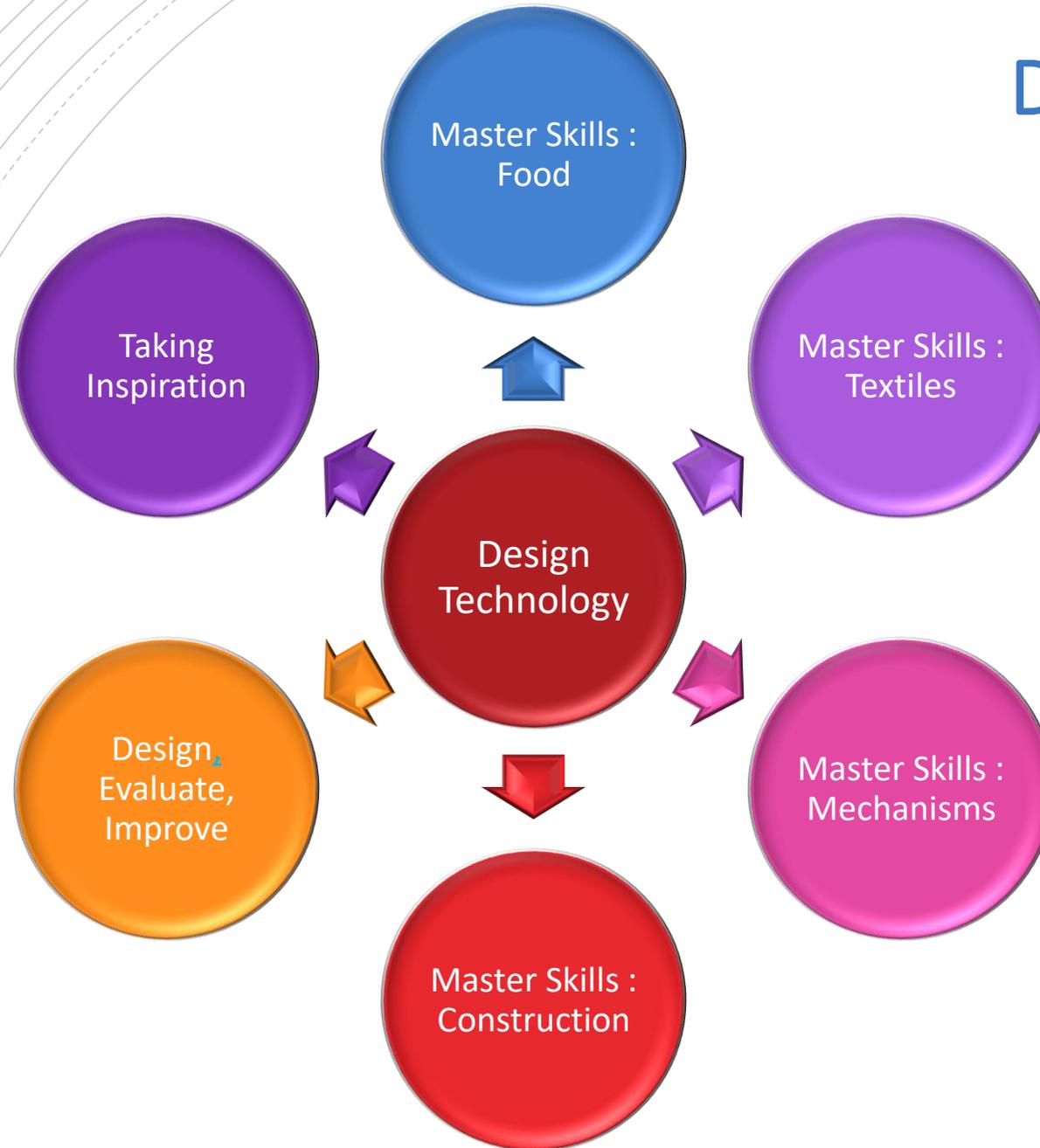
How will we know if children are making progress?

- At Nine Mile Ride, the aim is to encourage children's confidence in Design and Technology, promote enjoyment in the subject as well as seeing its importance in other subjects (such as maths, science etc.). It is also intended to help develop children's skills through collaborative working and problem-solving. They are challenged to be creative and innovative and are actively encouraged to think about important issues such as sustainability and enterprise. This not only equips them with vital skills needed for their future, but allows them to explore the world that we live and work in.
- With regards to food technology, children will be equipped with the knowledge on how to keep themselves and others healthy and safe in our society.
- In weekly lessons, teachers use a variety of formative assessment techniques including self-assessment and targeted questioning, to identify children's security of understanding. The children's responses and formative feedback in the lesson are used to guide the lesson's input, support during activities and inform mini-plenaries. Marking after the lesson informs future planning and identifies children in need of additional support. Work is monitored by the subject leads, with any patterns which raise concerns challenged and further support offered if appropriate. Subject leads also carry out Learning Walks to monitor consistency of approach and provide support where needed.
- By following the sequence of plan, draft, produce, design and evaluate in our lessons, children will be used to following steps to design and produce a product- which follows the protocol of Design and Technology in Secondary school.

Design Technology Breadth

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Food	Making biscuits and bread.	Fruit salad; stir fry.	Designing a healthy lunch.	Healthy and varied diet: design and make a Harry Potter 'Howler'.	Design and make a seasonal Roman pizza.	Celebrating culture and seasonality: Greek pitta bread.	Celebrating culture and seasonality: cooking a healthy meal; designing a menu.
Textiles			Templates and joining techniques: making dinosaurs.	Choosing joining techniques : design and make a bag.		Combining different fabric shapes: Christmas stockings.	
Mechanics		Levers and sliders: pop-up Christmas card.	Wheels and axles: design a vehicle.		Levers and linkages: picture frame for moving Tudor portrait.		Cams, pulleys, gears and cranks: design and make a fairground ride.
Electricals				Simple circuits : design a torch for an archaeologist.			More complex switches and circuits: fairground rides
Construction	Variety of big builds (e.g. papier mache volcano; outdoor castle; obstacle courses; pirate ships) Designing and testing a lifeboat.	Freestanding structures – castles: design a free-standing bridge or tower.	Wheels and axles: design a vehicle. Freestanding structures (home learning) – a Tudor house.		Shell structures: Totem pole.	Frame structures: air raid shelter.	Bridge structures.
Taking Inspiration		Wright Brothers: first airplane.	Christopher Wren: churches.	William Morris: Textile design.	Thomas Edison: North America.	Archimedes of Syracuse: Greek mathematician, physicist, engineer, inventor and astronomer.	Isambard Kingdom Brunel: British Engineer.

Design Technology Key Concepts



Design Technology Progression Map – Food

R

- Discuss what constitutes a healthy diet and the importance of healthy food choices
- Show an understanding of how to transport and store equipment correctly.
- Talk about ways to keep healthy and safe.

1

- Describe the properties of the food ingredients: taste, smell, texture, and consistency.
- Gather ingredients accurately.
- Prepare food safely and hygienically.
- Know how to use different equipment correctly and safely.

2

- Describe the properties of the food ingredients: taste, smell, texture, and consistency.
- Weigh or measure my ingredients accurately.
- Prepare food safely and hygienically and can describe what this means.
- Learn how to best store my product for long-life and hygiene.
- Understand that food comes from animals and plants and has to be farmed, grown and caught.
- Use the basic principles of a varied and healthy diet to prepare dishes.

Design Technology Progression Map – Food

3

- Select appropriate tools effectively to make a product.
- Create a product which is suitable for a user.
- Choose appropriate ingredients to meet the requirements of the recipe.
- Apply the principles of a healthy and varied diet.

4

- Choose appropriate tools effectively to make a product.
- Come up with solutions to problems as they happen.
- Create a product which has a good finish so that a user will find it both useful and attractive.
- Make a product that has been cooked or chilled to change the nature of the raw ingredients.
- Choose appropriate ingredients to meet the requirements of the recipe
- Understand seasonality and know where and how ingredients are grown, reared, caught and processed.

5

- Use a range of appropriate tools effectively to make a product.
- Create a food product which uses a selection of seasonal ingredients to meet an identified need. (e.g. cultural event).
- Understand seasonality and know where and how ingredients are grown, reared, caught and processed.
- Know that not all food is grown, reared, caught and processed in the UK.
- Use science knowledge of irreversible changes to create food products that combine to make a new material, which then describe using its sensory qualities.
- Work in a safe and hygienic way.
- Understand that some foods may not be eaten raw, as it is unsafe.

6

- Use science knowledge of micro-organisms to store and prepare food properly.
- Understand that cooking alters the flavour and texture of foods and use this knowledge in designs.
- Know that not all food is grown, reared, caught and processed in the UK.
- Prepare and cook a healthy meal, using a range of cooking techniques.

Design Technology Progression Map – Textiles

R

1

2

- Use scissors precisely when cutting out.
- Understand how simple 3-d textile products are made, using a template to create two identical shapes.
- Understand how to join fabrics using different techniques e.g. Running stitch, glue, running stitch, stapling.
- Explore different finishing techniques e.g. Using painting, fabric crayons, stitching, sequins, buttons and ribbons.
- Know and use technical vocabulary relevant to the project.
- Make a textile produce that has a good finish.
- Know that textiles have different properties e.g. Touch, insulation, texture and waterproof.
- Select appropriate textiles so it does the job I want it to.

Design Technology Progression Map – Textiles

3

- Select the appropriate textiles for my products.
- Combine materials to add strength or visual appeal.
- Use sharp scissors accurately to cut textiles.
- Know that the texture and other properties affect my choice.
- Know how to strengthen, stiffen and reinforce existing fabrics.
- Understand how to securely join two pieces of fabric together.
- Understand the need for patterns and seam allowances.
- Know and use technical vocabulary relevant to the project.
- Design a template.
- Use back stitch and cross stitch.

4

5

- Know that a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
- Understand that fabrics can be strengthened, stiffened and reinforced where appropriate.
- Textile work incorporates the views of intended users and for the purpose.
- Use art skills such as stitching to help create a product that is sturdy and fit for purpose.
- Use a blanket stitch to join textiles.
- Mark out using own pattern and templates.

6

Design Technology Progression Map – Mechanisms (including electrical)

R • Handle equipment and tools correctly and effectively, including scissors and paintbrushes.

1 • Make a product that moves using a turning a lever or a hinge (to make a movement).
• Cut materials using scissors.
• Describe the properties of the materials used.
• Look at hinges and simple levers and discuss how they work.
• Use art skills to apply texture or design to a product.

2 • Make a product that uses movement.
• Use materials right for the job and which help a product to work well.
• Use a number of materials and join them so they are strong.
• Use art skills to add design or detail to a product.
• Know that a product needs to be made from materials that are suitable for the job.
• Look at wheels, axels and turning mechanisms.
• Use art skills to apply texture or design to a product.

Design Technology Progression Map – Mechanisms

3

- Come up with solutions to problems as they happen.
- Make a product that uses electrical components.
- Create a product which has a good finish so that a user will find it useful.
- Combine a number of components well in a product.
- Use simple circuits to either illuminate.
- Include a simple electrical circuit in my product to produce one outcome.

4

- Select the most appropriate techniques and tools to make a product.
- Make a product which has mechanical components.
- Know the application of mechanisms to create movement.
- Come up with solutions to problems as they happen.
- Make a product that uses mechanical components.
- Create a product which has a good finish so that a user will find it both useful and attractive.
- Combine a number of components well in a product.

5

6

- Choose components that can be controlled by switches or by ICT equipment.
- Improve a product after testing.
- Understand and use electrical systems in my product e.g. Circuits incorporating switches, bulb, buzzers and motors.
- Use mechanical systems in my products including gears, pulleys, cams, levers and linkages.
- Finish a product well using a range of art and other finishing techniques.
- Use other dt skills to create housings for mechanical components.
- Investigate, analyse and evaluate existing products that incorporate gears or pulley levels.
- Discuss the idea of 'input' as well as 'output' when discussing electrical circuits.

Design Technology Progression Map – Construction

R

- Manipulate materials to create a desired plan
- Select tools and techniques needed to shape, assemble and join materials they are using
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

1

- Make a structure.
- Describe the materials used to make a structure.
- Measure and mark out the materials needed for a structure.
- Finish off work so it looks neat and tidy.
- Explore how to make materials for my structure stronger by folding, joining or rolling.
- Explore how make my structure stronger, stiffer and more stable.

2

- Make cuts (scissors, snips, saw) accurately.
- Make holes (punch, drill) accurately.
- Use precise methods of working so that products have a high quality finish.
- Use the most appropriate material suitable for the purpose of a product.
- Make a product carefully, using techniques and tools that lead to a safe finish.
- Join materials to make products using both permanent and temporary fastenings.
- Describe the qualities of my material and say why it will be the most suitable choice.
- Use art skills to apply texture or design to a product.

Design Technology Progression Map – Construction

3	
4	<ul style="list-style-type: none">• Measure to shape materials accurately.• Make holes (punch, drill) accurately.• Use suitable, moldable materials selected for the purpose of a product.• Apply a high quality finish (e.g. Using carving, paint, glaze, varnish or other finishes).• Create joins which are strong and stable, giving extra strength to products.• Measure using mm and then use scoring, and folding to shape materials accurately with a focus on precision.• Methods of working are precise so that products have a high quality finish.
5	<ul style="list-style-type: none">• Measure to shape materials accurately with a focus on precision.• Strengthen, stiffen and reinforce more complex structures.• Use a range of materials and components including construction materials.• Make cuts (scissors, snips, saw) accurately and reject pieces that are not accurate.
6	<ul style="list-style-type: none">• Create some joins which are flexible to allow for dismantling or folding.• Explain how different techniques can strengthen, stiffen and reinforce more complex structures.• Make cuts (scissors, snips, saw) accurately and reject pieces that are not accurate and improve my technique.• Construct model bridges, applying my knowledge of different bridge designs.

Design Technology Progression Map – Design, Evaluate and Improve

R	<ul style="list-style-type: none">• Share their creations, explaining the process they have used.
1	<ul style="list-style-type: none">• Think of ideas and with help, can put them into practice.• Know the features of familiar products.• Use pictures and words to describe what I want to do.• Talk about own and others' work.• Describe how a product works.
2	<ul style="list-style-type: none">• Think of ideas and plan what to do next, based on what is known about materials and components.• Select the appropriate tools, techniques and materials, explaining choices.• Recognise what has gone well in a piece of work.• Suggest things to improve in the future pieces of work.
3	<ul style="list-style-type: none">• Explain the strengths and weaknesses of existing products.• Generate ideas and recognise that designs have to meet a range of different needs.• Create a design criteria based other existing products.• Plan for appropriate tools, materials and techniques.• Identify where evaluations have led to improvements in products.• Draw a cross sectional diagram of my design.• Evaluate my own work against my design criteria.

Design Technology Progression Map – Design, Evaluate and Improve

4

- Explain the strengths and weaknesses of existing products.
- Think ahead about the order of work, choosing appropriate tools, materials and techniques.
- Clarify ideas using labelled sketches and models to communicate the details of designs.
- Identify what is working well and what can be improved.
- Draw and label cross sectional diagram of my design.
- Create a design criteria based other existing products and my intended users/customer.
- Evaluate my own work against my design criteria.
- Consider the views of others to improve my work.

5

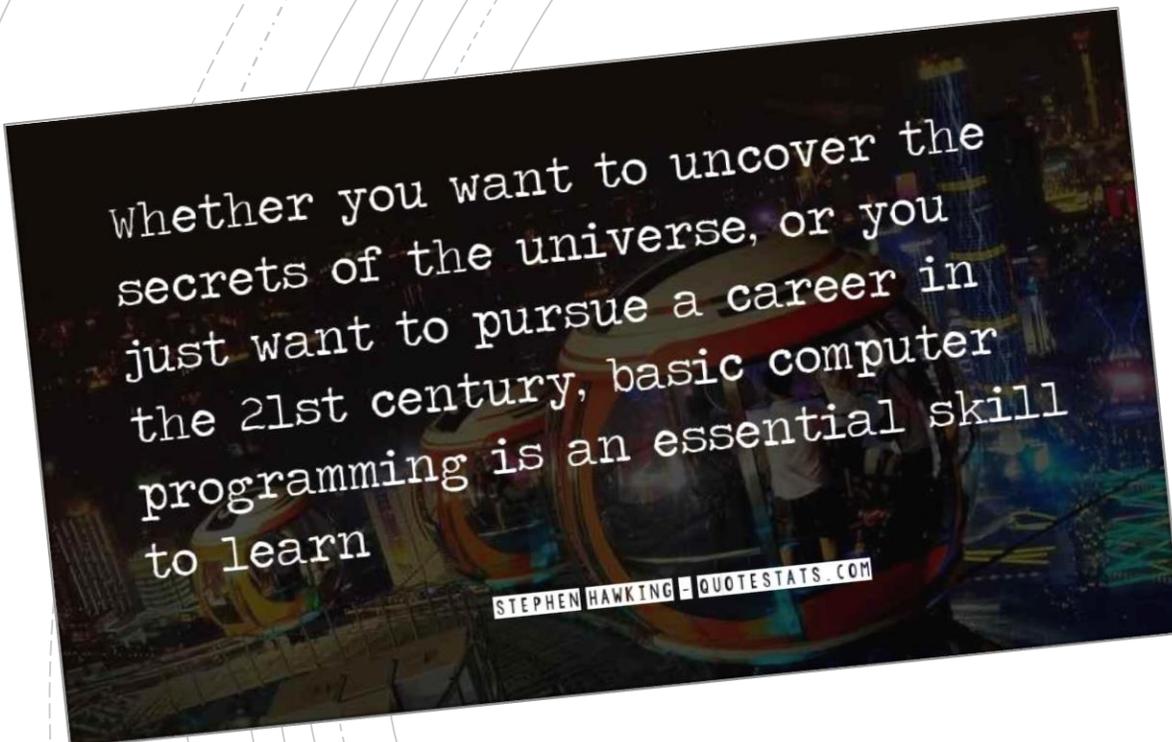
- Generate ideas by collecting and using information.
- Take the views of users' into account when designing.
- Produce step-by-step plans.
- Communicate alternative ideas using words, labelled sketches and models showing awareness of the constraints of a design.
- Reflect on designs and develop them bearing in mind the way they will be used.
- Create annotated sketches and cross-sectional diagrams.

6

- Draw on and use various sources of information.
- Use an understanding of familiar products to help develop ideas.
- Work from detailed plans, modifying them where appropriate.
- Create a prototype of my design.
- Create annotated sketches and cross-sectional diagrams.
- Clarify ideas through discussion, drawing and modelling.
- Test and evaluate products, based on the original design and purpose.

Design Technology Progression Map – Taking Inspiration

R	<ul style="list-style-type: none">• Create own versions of designs and technology
1	<ul style="list-style-type: none">• Discuss the work of previous inspirational designers.• Discuss products, construction and mechanisms from my own experiences.
2	<ul style="list-style-type: none">• Discuss the work of previous inspirational designers and use some ideas to inspire my ideas.• Discuss and evaluate products, construction and mechanisms from my own experiences.
3	<ul style="list-style-type: none">• Discuss and describe well know designers and inventors and their work.• Discuss and evaluate products, construction and mechanisms from well know designers.
4	<ul style="list-style-type: none">• Discuss and describe well know designers and inventors and their work.• Discuss and evaluate products, construction and mechanisms from well know designers.
5	<ul style="list-style-type: none">• Discuss the work and designs of inspirational individuals and use these to create my own designs• Discuss the impact other inspirational individuals have had on the life we live.
6	<ul style="list-style-type: none">• Discuss the work and designs of inspirational individuals and use these to create my own designs• Explore the impact of well know designers and inventors and how their products helped shape the world.• Evaluate existing products in relation to their purpose and audience.



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Computing

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- Key Concepts p219
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Computing Intent and Purpose

Why do we teach Computing?

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.

What is the aim of our curriculum for Computing?

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.

Computing Intent and Purpose

What do we teach in our Computing curriculum?



Computing Intent and Purpose

How does our computing curriculum link to our key curriculum competencies?

Character

Aspects of the computing curriculum can be challenging, particularly algorithms and debugging. Therefore, this, and other areas can require children to be resilient. Children are also required to be organised and where appropriate to work in teams with children leading one another on tasks by communicating effectively.

Cultural

Computing skills are fundamental for children to progress and communicate in the 21st century. Many jobs utilise computing skills at varying levels. Computing allows children to communicate with people from all over the world and therefore work on projects together to better the world in which we live. It also builds on the school values of resourcefulness, resilience and reflectiveness.

Core

Computing has strong links to core subjects in school. Computing and maths are both STEM subjects with computing having links to number, calculation and position and direction. Algorithms have strong links to instructional writing. Computing can also be used to publish written pieces of work. Debugging algorithms relates to editing and checking, which is encouraged in all subjects.

Curriculum

Computing links to many other areas of the curriculum.

Videos and other forms of media can be shared through the use of computing.

Science: it can be used in investigations through the use of resources and equipment such as data loggers, recording videos and pictures of experiments, investigations and as a means of recordings and presenting findings in various forms.

There are also various forms of computer software to work digitally in many subjects, such as art and music.

Computing Implementation and Pedagogy

How is Computing taught at Nine Mile Ride?

- At Nine Mile Ride, a specific scheme of work for the whole subject has not been chosen, to best meet the needs of our children by selecting from a range of resources (e.g. <http://code-it.co.uk/>, BBC Bitesize, MS Office, NOS). Where possible, links are made with other subject areas, so that information technology is seen as a tool to support learning. For each of the four strands, one resource is the primary source for teaching materials to maintain a consistent approach throughout the school, but this may be supplemented where appropriate to provide a rich curriculum.
- Each lesson has a Skills, Knowledge or Understanding focus but these three strands are integrated across the Computing curriculum. Many lessons require the children to access technology either individually, with a partner or in groups. For these lessons, the teacher acts as a facilitator, modelling the task and supporting where appropriate. However, not all lessons require technology. For example, when the focus is on teaching algorithms or for many online safety lessons, the teacher will lead the learning and impart knowledge.

Computing Implementation and Pedagogy

Why is Computing taught in this way?

- ▶ The Computing curriculum has been structured to provide pupils with the key skills that they require to support learning both in this subject and across the curriculum.
- ▶ Information technology is taught throughout the school on a progressive programme to build children's confidence in using software for word processing, spreadsheets, presentations and desktop publishing. Touch typing is specifically taught in lower KS2 as a core skill so that children can access technology efficiently.
- ▶ The development of Computational Thinking is scaffolded through the progression from physical programming, through visual on to controlling a range of inputs and outputs.
- ▶ The teaching of Digital Literacy is designed to give children an understanding of how computing technology has changed over time, and how it can be used most effectively to contribute to their learning. Given the nature of the world wide web, children need to understand how content is developed and how to critically evaluate information.
- ▶ Online safety is a core component of each year's teaching, backed up by regular home/school communication; any concerns are monitored by the Online Safety Group (led by Designated Safeguarding Leader) in school, with additional sessions taught where required in response to the needs of the children.

How will we know if children are making progress?

These expectations have been planned to cumulatively develop children's confidence in using technology to support learning in other areas of the curriculum. By the time they leave primary school, children should be able to confidently research information online and select from a range of options to present their information most effectively. As most local secondary schools require children to use technology in their learning daily, this will contribute to the development of secondary readiness.

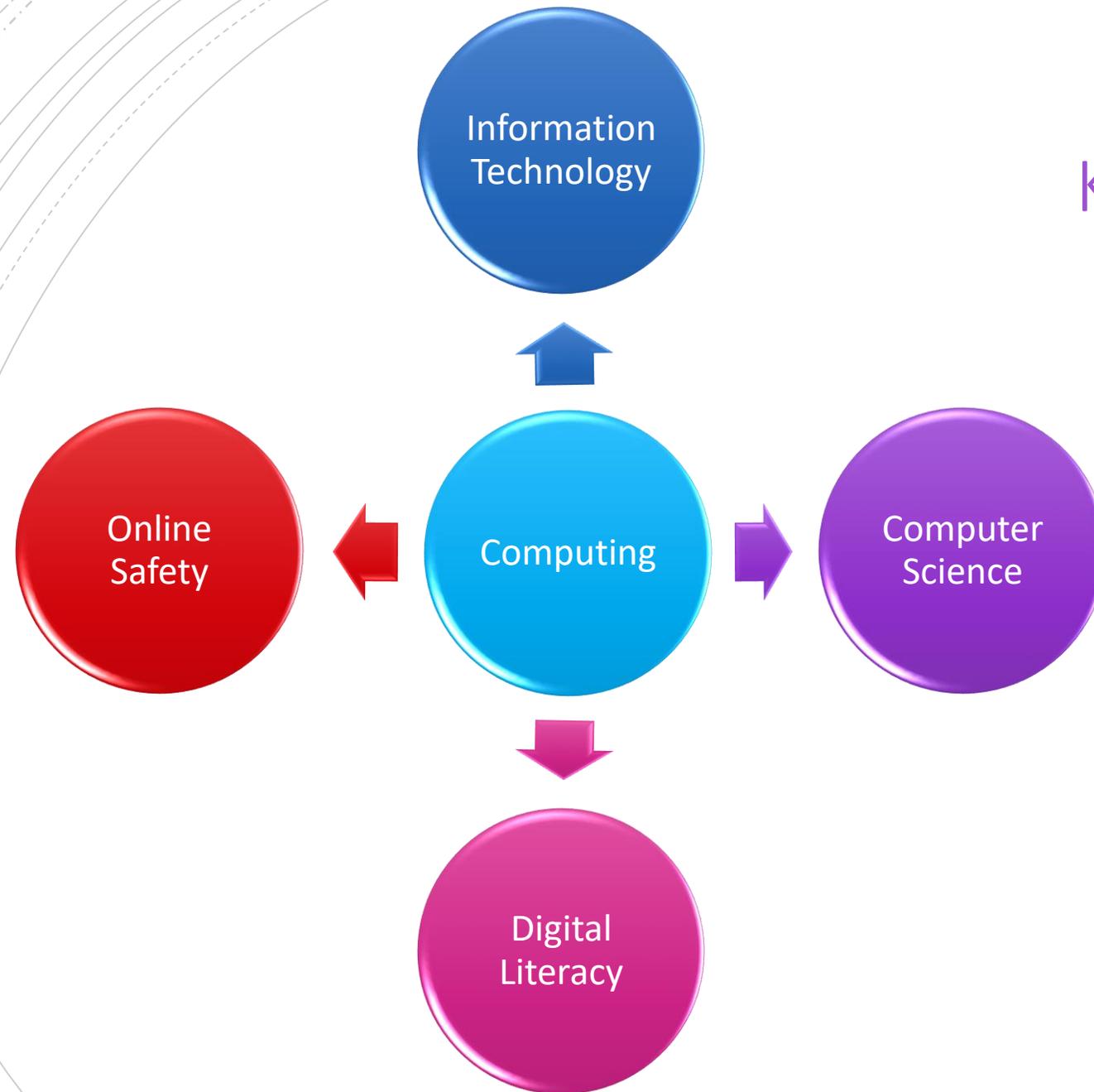
Computing Breadth

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information Technology	Mouse control – use of Paint package	Creating a simple PowerPoint presentation	Creating folders	Dance Mat typing;	Dance Mat typing	Word – tables, hyperlinks, headings, bullet points, page layouts	Publisher – links to MS Office suite
	Opening and saving files	Use of Cut, Copy, Paste shortcuts Adding pictures	PowerPoint – backgrounds and controlling a presentation Word – changing fonts Use of shape tools to draw	PowerPoint – research and create, transitions Photo editing	Word – columns, page breaks, clip art and WordArt	PowerPoint – slide animations, embedding video Excel – intro to simple formulae; editing images	Excel – creating charts Creating a simple survey
Computer Science	Introduce Beebots (physical and app)	Directional language using Beebots	Developing direction language and debugging using Beebots	Using coding language Create a simple game using Scratch Junior	Using coding language Create a simple activity using Scratch. Create simple algorithms to solve puzzles (Lightbot)	Using coding vocabulary, including introducing variables Programming – Kodu; Scratch; Minecraft	Developing critical thinking skills; produce programmes; Microbits; Scratch

Computing Breadth

	Reception	Year 1	Year 2	Year 3/4 (Cycle 1)	Year 3/4 (Cycle 2)	Year 5	Year 6
Digital Literacy		Adult-led use of the internet	How computers have changed	Understanding and searching the internet	Copyright and ownership of work online	Citation of sources How the internet works Website design	History of the Internet , including Tim Berners-Lee Evaluation of reliability of sources
E-Safety	National Online Safety: Self-Image and Identity, Online Relationships, Online Reputation, Online Bullying, Managing Online Information, Health, Wellbeing and Lifestyle, Privacy and Security, Copyright and Ownership. (Each of the 8 areas will be visited in each year group)						

Computing Key Concepts



Computing Progression Map – Information Technology

	Using Software	Graphics and Multimedia
R	<ul style="list-style-type: none"> Control the mouse. Open an existing document and save it when I have made changes. 	<ul style="list-style-type: none"> Use art software to: click and drag a brush, change colour, clear the screen and fill a shape.
1	<ul style="list-style-type: none"> Add information to a PowerPoint file using the keyboard and mouse. 	<ul style="list-style-type: none"> Move images and text on the screen. Change the width of brush, spray and lines. Add pictures to a file.
2	<ul style="list-style-type: none"> Type a piece of text and change the font. Use cut, copy and paste keyboard shortcuts Highlight text to change its format. (B, u, i). Create folders to organise files. 	<ul style="list-style-type: none"> Experiment with text, pictures and animation to make a simple slide show. Use the shape tools to draw. Use solid, pattern and gradient fills. Resize an object.
3	<ul style="list-style-type: none"> Begin to touch type. Create a PowerPoint file using information I have researched. 	<ul style="list-style-type: none"> Use slide transitions. Use computing equipment to capture still images. Edit photos by resizing and cropping.
4	<ul style="list-style-type: none"> Touch type. Format word documents to include columns and page breaks. Include clip art and Wordart in my documents. 	<ul style="list-style-type: none"> Include clip art and WordArt in my documents.

Computing Progression Map – Information Technology

Using Software

- Change the page layout (landscape/ portrait).
- Insert tables and hyperlinks into a document.
- 5** • Confidently format all text to suit the purpose of my document, including using bullet points and sub-heading. .
- Use the word count tool to check the length of my document.
- Enter data into a spreadsheet, including inserting simple formulae

- Confidently choose which software package is most appropriate for the task.
- Apply knowledge of other ms office packages to use publisher effectively.
- 6** • Use excel to create charts.
- Create a simple online survey.

Graphics and Multimedia

- Use slide animations and embed video into slides.
- Edit images in documents.
- Use ICT to record sounds and capture both still and video images.
- Make multimedia presentations that contain sound, animation, video and buttons to navigate.

Computing Progression Map – Computer Science

Controlling and Making

- | | |
|----------|--|
| R | <ul style="list-style-type: none">• Understand Forwards and Backwards.• Put together two instructions to control a Beebot. |
| 1 | <ul style="list-style-type: none">• Understand Forwards, Backwards, Up and Down.• Put together two instructions to control a Beebot. |
| 2 | <ul style="list-style-type: none">• Control a programmable toy using Forwards, Backwards, Left, Right, Up, Down.• Debug a simple programme.• Understand the term 'algorithm'. |
| 3 | <ul style="list-style-type: none">• Draw a square, rectangle and other regular shapes on screen, using commands (e.g. pen up, pen down, repeat etc).• Create a simple game which requires the user to control on object on screen.• Use simple algorithms to solve puzzles using a physical resources. |
| 4 | <ul style="list-style-type: none">• Create a simple game which uses sounds.• Use a simple algorithm to solve puzzles on screen. |
| 5 | <ul style="list-style-type: none">• Write simple code which uses variables.• Apply my understanding of coding to different development environments. |
| 6 | <ul style="list-style-type: none">• Use a Microbit to measure sound, light or temperature using sensors.• Apply knowledge of coding to develop programs for a given scenario, using efficient strategies. |

Computing Progression Map – Digital Literacy

Using Websites

R

- 1** • Look at web sites with the teacher and discuss what I see.
- 2** • Understand that keyword searching is an effective way to locate information on the internet.
• Know that all websites are not equally good sources of information.
• Know that computers have changed over time and are still changing fast.
- 3** • Use increasingly effective keywords to search.
• Understand that information on a website has a purpose, which may be to persuade.
- 4** • Evaluate the results of searches.
• Know that copying the work of others and presenting it as my own is called plagiarism.
• Understand when it is acceptable to use other people’s work in my own.
- 5** • Have a basic understanding of how the internet is structured.
• Know how to cite sources in my work and understand why this is important.
• Begin to write a bibliography.
- 6** • Have an understanding of how the internet has developed, and is still changing.
• Understand that websites can reinforce stereotypes.
• Evaluate websites for their reliability.

Computing Progression Map – Online Safety

	Self-image and Identity	Online Relationships
R	<ul style="list-style-type: none"> Recognise that say “no”, “please stop”, “I’ll tell” and “I’ll ask” to somebody who asks me to do something that makes me feel sad, embarrassed or upset. Explain how this could either be in real-life or online. Recognise that there may be people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened give examples of when and how to speak to an adult trust. 	<ul style="list-style-type: none"> Recognise some ways in which the internet can be used to communicate. Give examples of how I might use technology to communicate with people I know. Use the internet with adult support to communicate with people I know. Explain why it is important to be considerate and kind to people online.
1	<ul style="list-style-type: none"> Explain how other people’s identity online can be different to their identity in real life. Describe ways in which people might make themselves look different online. 	<ul style="list-style-type: none"> Give examples of how I might use technology to communicate with others I don’t know well.
2	<ul style="list-style-type: none"> Give examples of issues online that might make me feel sad, worried, uncomfortable or frightened. Give examples of how I might get help. Explain what is meant by the term ‘identity.’ 	<ul style="list-style-type: none"> Give examples of how I might use technology to communicate with others I don’t know well. Use the internet to communicate with people I don’t know well (e.g. email a pen pal in another school or country)
3	<ul style="list-style-type: none"> Explain how represent myself in different ways online. Demonstrate reasonable choices about my online identity, depending on context. Describe issues online that might make me and others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. Explain why I should keep asking until I get the help I need. 	<ul style="list-style-type: none"> Describe ways people who have similar likes and interests can get together online. Give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). Explain some risks of communications online with others I don’t know well.

Computing Progression Map – Online Safety

	Self-image and Identity	Online Relationships
4	<ul style="list-style-type: none"> • Explain what is meant by the term 'identity'. • Explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming, using an avatar, social media). 	<ul style="list-style-type: none"> • Explain why I should be careful who I trust online and what information I trust them with. • Explain how my and others' feelings can be hurt by what is said or written online. • Explain why I take back my trust in someone or something if I feel nervous, uncomfortable or worried. • Demonstrate how I would support others (including those who we are having difficulties) online. • Demonstrate ways of reporting problems online for both myself and my friends.
5	<ul style="list-style-type: none"> • Explain how my online identity can be different to the identity I present in 'real life'. • Knowing this describe the right decisions about how I interact with others and how others perceive me. • Explain how identity online can be copied, modified or altered. 	<ul style="list-style-type: none"> • Explain what it means to 'know someone' online and why this might be different to knowing someone in real life. Explain what is meant by 'trusting someone online.' Explain why this is different to 'liking someone online.' • Describe strategies for safe and fun experiences in a range of social environments. Give examples of how to be respectful to others online. Explain that there are some people I communicate with online who may want to do me or my friends harm. Recognise that this is not my / our fault.
6	<ul style="list-style-type: none"> • Describe ways in which media can shape ideas about gender. • Identify messages about gender roles and make judgements based on them. • Challenge and explain why it is important to reject inappropriate messages about gender online. 	<ul style="list-style-type: none"> • Make positive contributions and be part of online communities. • Describe some of the communities in which I am involved and describe how I collaborate with others positively. • Explain that I understand my responsibilities for the wellbeing of others in my online social group. • Explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).

Computing Progression Map – Online Safety

	Online reputation	Online bullying
R	<ul style="list-style-type: none"> Identify ways that put information on the internet. Recognise that information can stay online and can be copied. Describe what information should not be put online without asking a trusted adult first. 	<ul style="list-style-type: none"> Describe ways that people can be unkind online. Offer examples of how this can make others feel. Describe how to behave online in ways that do not upset others and give examples.
1	<ul style="list-style-type: none"> Explain how information put online about me can last a long time. 	<ul style="list-style-type: none"> Give examples of bullying behaviour and how it could look online. Understand how bullying can make someone feel.
2	<ul style="list-style-type: none"> Know who to talk to if someone has made a mistake about putting something online. 	<ul style="list-style-type: none"> Talk about how someone can / would get help about being bullied online and offline.
3	<ul style="list-style-type: none"> Search for information about myself online. Recognise the need to be careful before sharing anything about myself or others online. Know who to ask if I am not sure if something should be put online. Search for information about an individual online and create a summary report of the information found. Describe ways that information about people online can be used by others to make judgements about an individual. 	<ul style="list-style-type: none"> Explain what bullying is and can describe how people may bully others. Describe rules about how to behave online and how to follow them. Identify some online technologies where bullying might take place.

Computing Progression Map – Online Safety

	Online reputation	Online bullying
4	<ul style="list-style-type: none"> •Describe how others can find out information about me by looking online. •Explain ways that some of the information about me online could have been created, copied or shared by others. 	<ul style="list-style-type: none"> •Describe ways people can be bullied through a range of media (e.g. Image, video, text, chat). •Explain why I need to think carefully about how content I post might affect others, their feelings and how it might affect how others feel about them (their reputation). •Recognise when someone is upset, hurt, or angry online.
5	<ul style="list-style-type: none"> •Search for information about an individual online and create a summary report of the information found. •Describe ways that information about people online can be used by others to make judgements about an individual. 	<ul style="list-style-type: none"> •Recognise when someone is upset, hurt, or angry online. •Describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. •Explain how to block abusive users. •Explain how I would report online bullying in the apps and platforms I use. •Describe the helpline services who can support me and what I would say or do if I needed their help (e.g. Childline).
6	<ul style="list-style-type: none"> •Explain how I am developing an online reputation which will allow other people to form an opinion of me. •Describe some simple ways that help build a positive online reputation. 	<ul style="list-style-type: none"> •Describe how to capture bullying content as evidence (e.g. screen grab, URL, profile) to share with others who can help me. •Identify a range of ways to report concerns both in school and at home about online bullying.

Computing Progression Map – Online Safety

	Online information	Health, wellbeing and lifestyle
R	<ul style="list-style-type: none"> • Talk about how use the internet to find things out. • Identify devices I could use to access information on the internet. • Give simple examples of how to find information (e.g. Search engine, voice activated searching). • Use the internet to find things out. • Use simple key words in search engines. • Describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. 	<ul style="list-style-type: none"> • Identify some rules that help keep us safe and healthy in and beyond the home when using technology. • Give some simple examples. • Explain rules to keep us safe when we are using technology both in and beyond the home. • Give examples of some of these rules.
1	<ul style="list-style-type: none"> • Use simple key words in search engines. • Describe and demonstrate how to get help from a trusted adult if I find content that makes me feel sad, uncomfortable worried or frightened. • Demonstrate how to navigate a simple webpage to get information I need (e.g. Home, forward, back buttons, links, tabs and sections.) • Explain what voice activated searching is and how it might be used (e.g. Alexa, Google, Siri). 	<ul style="list-style-type: none"> • Explain simple guidance for using technology in different environments and settings. • Say how those rules / guides can help me.
2	<ul style="list-style-type: none"> • Describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. • Explain the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’. • Explain why some information I find online may not be true. 	<ul style="list-style-type: none"> • Can explain simple guidance for using technology in different environments and settings. • Say how those rules / guides can help me.

Computing Progression Map – Online Safety

Online information	Health, wellbeing and lifestyle
<p>3</p> <ul style="list-style-type: none"> • Use key phrases in search engines. • Explain what autocomplete is and how to choose the best suggestion. • Explain how the internet can be used to buy and sell things. • Describe how search for information within a wide group of technologies (e.g. Social media, image sites, video sites). • Describe some of the methods used to encourage people to buy things online (e.g. advertising offers, in-app purchases, pop ups) and recognise some of these when they appear online. 	<ul style="list-style-type: none"> • Explain why spending too much time using technology can sometimes have a negative impact on me; give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). • Explain how using technology can distract me from other things I might do or should be doing.
<p>4</p> <ul style="list-style-type: none"> • Explain that some people I ‘meet online’ (e.g. through social media) may be computer programs pretending to be real people. • Explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact’. • Analyse information and differentiate between ‘opinions’, ‘beliefs’ and ‘facts’. I understand what criteria have to be met before something is a ‘fact’. • Explain why lots of people sharing the same opinions or beliefs online does not make these opinions or beliefs true. • Use different search technologies • Evaluate digital content and explain how I make choices from search results. • Explain key concepts including; data, information, fact, opinion, belief, true, false, valid, reliable and evidence. 	<ul style="list-style-type: none"> • Identify times or situations when I might need to limit the amount of time I use technology. • Suggest strategies to help me limit this time. • Describe ways technology can affect healthy sleep and can describe some of the issues.

Computing Progression Map – Online Safety

Online information	Health, wellbeing and lifestyle
<p>5</p> <ul style="list-style-type: none"> • I understand the difference between online misinformation (inaccurate information distributed by accident) and disinformation (inaccurate information deliberately distributed and intended to mislead). • Explain what is meant by ‘being sceptical’. Give examples of what and why it is important to be ‘sceptical’. • Explain what is meant by ‘hoax’. Explain why I need to think carefully before I forward anything online. • Explain why some information I find online may not be honest, accurate or legal. • Explain why information that is on a large number of sites may still be inaccurate or untrue. Assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). • Use search technologies effectively. 	<ul style="list-style-type: none"> • Describe some strategies, tips or advice to promote healthy sleep with regards to technology. • Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.
<p>6</p> <ul style="list-style-type: none"> • Explain how search engines work and how results are selected and ranked. • Demonstrate the strategies I would apply to be discerning in evaluating digital content. • Describe how some online information can be opinion and can offer examples. • Explain how and why some people may present ‘opinions’ as ‘facts’. • Define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how I might encounter these online (e.g. advertising and ‘ad targeting’). • Demonstrate strategies to enable me to analyse and evaluate the validity of ‘facts’ and explain why using these strategies are important. • Identify, flag and report inappropriate content. 	<ul style="list-style-type: none"> • Assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise) • Explain the importance of self-regulating my use of technology; demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).

Computing Progression Map – Online Safety

	Privacy and Security	Copyright and Ownership
R	<ul style="list-style-type: none"> • Begin to identify some simple examples of personal information (e.g. name, address, age, birthday, location). • Describe the people trust and can share personal information with; explain why trust them. • Recognise more detailed examples of information that is personal to me (e.g. where I live, my family’s names, where I go to school). • Explain why I should always ask a trusted adult before I share any information about myself online. • Explain how passwords can be used to protect information and devices. 	<ul style="list-style-type: none"> • I know that work I create belongs to me. • Name my work so that others know it belongs to me. • Explain why work I create using technology belongs to me. • Say why it belongs to me (e.g. “it is my idea” or “I designed it”) • Describe why other people’s work belongs to them. • Recognise that content on the internet may belong to other people.
1	<ul style="list-style-type: none"> • Describe how online information about me could be seen by others. • Describe and explain some rules for keeping my information private. 	<ul style="list-style-type: none"> • Describe why other people’s work belongs to them. • Recognise that content on the internet may belong to other people.
2	<ul style="list-style-type: none"> • Explain what passwords are and can use passwords for my accounts and devices. • Explain how many devices in my home could be connected to the internet and can list some of those devices. 	

Computing Progression Map – Online Safety

Privacy and Security

- Give reasons why I should only share information with people I choose to and can trust. Explain that if I'm not sure or I feel pressurised, I should ask a trusted adult. Understand and give reasons why passwords are important.
- Describe simple strategies for creating and keeping passwords private.
- Describe how connected devices can collect and share my information with others.
- Explain what a strong password is.

3

- Describe strategies for keeping my personal information private, depending on contact.
- Explain that others online can pretend to be me or other people including my friends.
- Suggest reasons why they might do this.
- Explain how internet use can be monitored.

4

Copyright and Ownership

- Explain when copying someone else's work from the internet without permission can cause problems.
- Give examples of what those problems might be.

- When searching on the internet for content to use, explain why I need to consider who owns it and whether I have the right to reuse it.
- Give some simple examples.
- Access and justify when it is acceptable to use the work of others.

Computing Progression Map – Online Safety

Privacy and Security

- Create and use strong and secure passwords.
 - Explain how many free apps or services may read and share my personal information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. Explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.
- 5**
- I use different passwords for a range of online services.
 - Describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).
 - I know what to do if my password is lost or stolen

- 6**
- Explain what app permissions are and give some examples from the technology and services I use.
 - Describe simple ways to increase privacy on apps and services that provide privacy settings.
 - Describe ways in which some online content targets people to gain money or information illegally; describe strategies to help me identify such content (e.g. scams, phishing).

Copyright and Ownership

- Give examples of content that is permitted to be reused.
- Demonstrate the use of search tools to find and access online content which can be reused by others.

- Demonstrate how to make references to and acknowledge sources I have used from the internet.

The more you know
about the past, the better
prepared you are for the
future.

Theodore Roosevelt

History

- Intent and Purpose p236
- Implementation and Pedagogy p239
- Breadth p241
- Key Concepts p242
- Progression Maps p243

History Intent and Purpose

Why do we teach History?

History intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the History of Britain and other societies. In this, our children will develop a well-rounded knowledge of the past and its events, with intention to improve every child's cultural capital, understanding of the world around them and their own heritage.

History at Nine Mile Ride aims to be ambitious, and motivating. Ambitious in our coverage of History and thorough teaching of Historical skills. Motivating, through engaging activities and trips/visitors that give all students an opportunity to question the past.

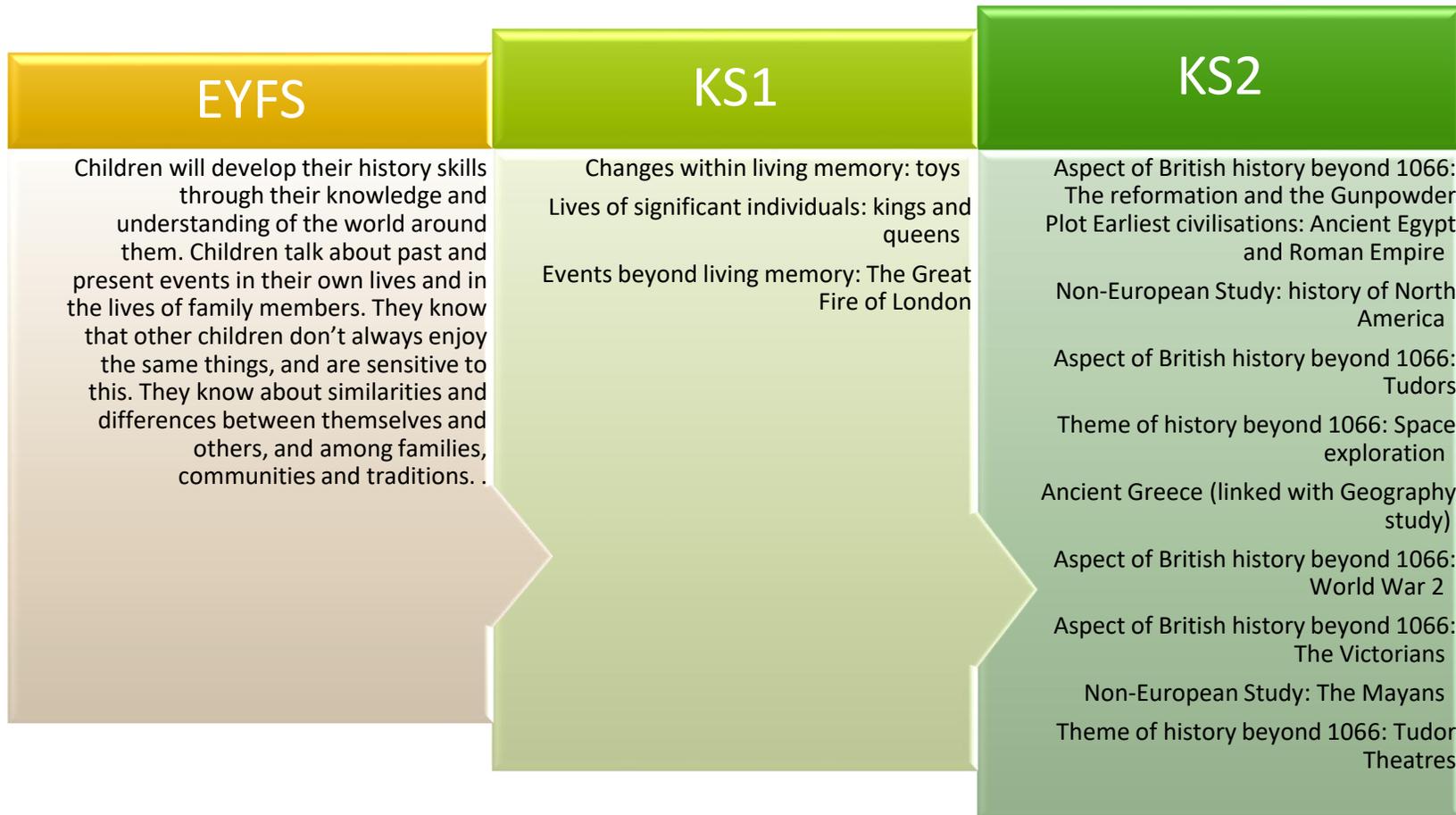
What is the aim of our curriculum for History?

At Nine Mile Ride Primary School, we have designed our History curriculum with the intent that our children will:

- Become increasingly critical and analytical thinkers
- Possess a secure understanding of the chronology of periods of British History
- To discover links and connections to the History they learn and the wider community and locality
- Differentiate between source types and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- Enquire in to Historical themed questions and form their own opinions and interpretation of the past

History Intent and Purpose

What do we teach in our History curriculum?



History Intent and Purpose

How does our History curriculum link to our key curriculum competencies?

Character

History allows pupils the chance to develop their initiative by creating their own questions, lead or work in a group to plan and communicate their thoughts through presentations or writing.

Ensuring children develop a sound knowledge and understanding of the world around them enables them to become critical thinkers and influential global citizens who all play a part in the world in which they live.

Cultural

History intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the History of Britain and other societies and epochs. In this, students will develop a well-rounded knowledge of the past and its events, with intention to improve every students' cultural capital, understanding of the world around them and their own heritage.

Core

History links across the curriculum with Maths, Science and English. Children, especially in UKS2, are encouraged to read range of secondary sources of information to support enquires. Language and writing is consistently extended through a variety of historical concepts.

Curriculum

Cross curricular outcomes in History are specifically planned for, with strong links between geography and English lessons identified, planned for and developed.

History Implementation and Pedagogy

How is History taught at Nine Mile Ride?

- History lessons at Nine Mile Ride focus on developing historical skills and children working as historians. We intend for our children to have real life experiences and learn about history in an active and creative way through engaging activities, trips and visitors that give all our students an opportunity to explore the past.
- Children are encouraged to explore and analyse artefacts and sources to gain their own understanding of historical evidence and what this can tell us about the past.

History Implementation and Pedagogy

Why is History taught in this way?

- We aim for it to inspire pupils' curiosity about the past and to know more about it. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History, we endeavour to teach children 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.

How will we know if children are making progress?

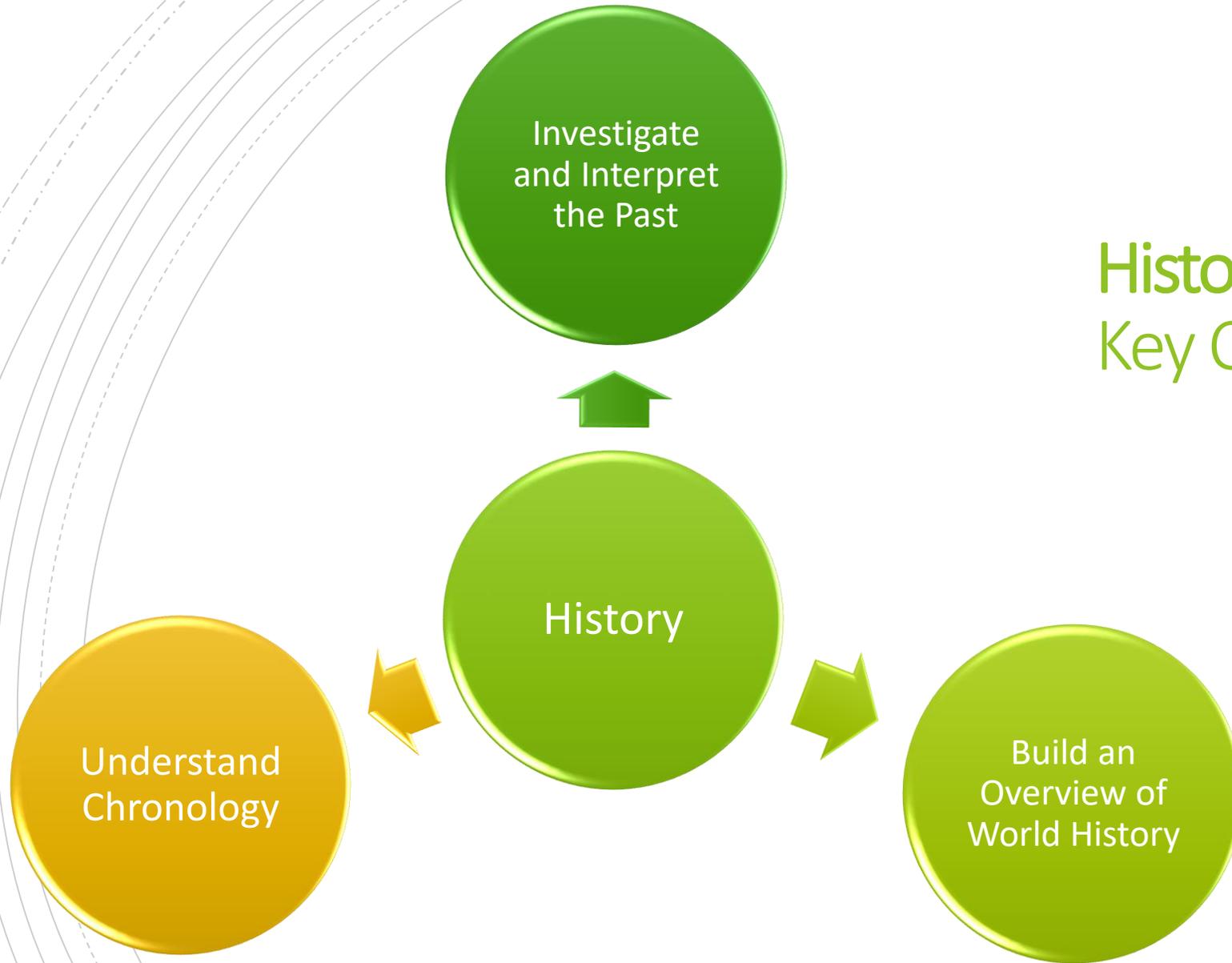
- The progression of skills is set out, through the Key Stages, in order to build and develop chronological understanding; knowledge of events, people and changes; connections and historical links; interpretations; historical enquiry. The use of knowledge organisers aid students in understanding the intended outcomes by the end of the unit.

History Breadth

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children 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>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't 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>Changes within living memory: toys</p> <p>Lives of significant individuals: kings and queens</p>	<p>Events beyond living memory: the Great Fire of London</p>	<p>Aspect of British history beyond 1066: The reformation and the Gunpowder Plot</p> <p>Earliest civilizations: Ancient Egypt</p>	<p>Roman Empire</p> <p>Non-European Study: history of North America</p> <p>Aspect of British history beyond 1066: Tudors</p>	<p>Theme of history beyond 1066: space exploration</p> <p>Ancient Greece</p> <p>Aspect of British history beyond 1066: World War 2</p>	<p>Aspect of British history beyond 1066: The Victorians</p> <p>Non-European Study: The Maya</p> <p>Theme of history beyond 1066: Tudor theatres</p>

History

Key Concepts



History Progression Map – EYFS: Understanding the World

	People and Communities	The World	How this is achieved at Nine Mile Ride
EYFS	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't 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>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> Talk about past and present events Talk about similarities and differences in relation to family and friends and how that may be different in certain cultures. Talk about similarities and differences about personal events in the past. Talk about features of my immediate environment and how it may be different to how the environment was in the past.

History Progression Map – Investigate and Interpret the Past

	Historical Interpretation	Historical Enquiry	Historical Representation
1	<ul style="list-style-type: none"> Look at books to help find out about the past. Listen to stories about the past. 	<ul style="list-style-type: none"> Look at pictures and interpret which things are old and which things are new Answer questions about events, using 'before' and 'after' to describe when something happened. Look at objects from the past think about what they might have been used for Look at pictures from the past and think about what people might have been doing 	<ul style="list-style-type: none"> Sort events or objects into groups (then and now). Say when my birthday is. Use time lines to order events or objects. Tell stories about the past (sometimes using role-play). Use sentences to write about things learned about the past. Draw pictures and write about them to tell others' about the past.
2	<ul style="list-style-type: none"> Look at books and pictures (and: listened to stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, visit to a museum, visit to a gallery, visit to an historical site, used the internet). 	<ul style="list-style-type: none"> Use information to find out what life might have been like in the past Use information to find out what happened in the past. Use language such as a little while ago, a very long time ago etc. to describe when things happened in the past Estimate the ages of people (younger, older) by studying and describing their features. 	<ul style="list-style-type: none"> Write my date of birth. Use time lines to place an event or a significant person. Write stories about the past. Draw labelled diagrams and write about them to tell others about people, objects or events from the past.

History Progression Map – Investigate and Interpret the Past

	Historical Interpretation	Historical Enquiry	Historical Representation
3	<ul style="list-style-type: none"> Understand that there maybe different versions of the same event in history. Give reasons why there may be different accounts of history. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Ask relevant questions about a period in the past. 	<ul style="list-style-type: none"> Present findings about the past using a variety of formats. Use dates and terms accurately.
4	<ul style="list-style-type: none"> Compare different versions of the same event in history. Identify differences in accounts, explaining why the versions might be different. 	<ul style="list-style-type: none"> Ask specific questions about a period in the past. Suggest sources of evidence to help me answer questions. 	<ul style="list-style-type: none"> Discuss the most appropriate way to present my information to suit a particular audience.

History Progression Map – Investigate and Interpret the Past

	Historical Interpretation	Historical Enquiry	Historical Representation
5	<ul style="list-style-type: none"> Know that people both now and in the past represent events or ideas in a way that persuades others. Know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history. 	<ul style="list-style-type: none"> I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions. 	<ul style="list-style-type: none"> Present my findings about the past in an interesting way, using a variety of forms. Use dates and terms accurately.
6	<ul style="list-style-type: none"> Evaluate evidence and choose the most reliable forms. Know that people both in the past and now have a point of view and that this can affect interpretation of the past. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. 	<ul style="list-style-type: none"> Realise that there is often not a single answer to historical questions. 	<ul style="list-style-type: none"> Use the key vocabulary of the time to convey understanding of the past. Choose the most appropriate way to present information, for a specific audience.

History Progression Map – Build an Overview of World History

- Find out some facts about people long ago (before living memory).

- 1**
- Find out some facts about events that happened long ago.
 - Say why people may have acted as they did.

- 2**
- Use information to describe the past.
 - Use information about the past to describe the differences between then and now.
 - Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
 - Recount the main events from a significant event in history (giving some interesting details).

- 3**
- Use evidence to:
 - describe the houses and settlements;
 - the culture and leisure activities;
 - the clothes, way of life and actions;
 - the buildings and their uses;
 - the things people believed in;
 - what was important to people
 - how the lives of rich and poor people differed in the past
 - Describe some similarities and differences between some people, events and objects (artefacts) from the past.

History Progression Map – Build an Overview of World History

- Use evidence to give reasons why changes may have occurred.

- 4**
- Show on a time line the changes that occurred in the past.
 - Describe how some of the things studied from the past affect life today.

- 5**
- With help, choose reliable sources of factual evidence to:
 - describe the houses and settlements;
 - the culture and leisure activities;
 - the clothes, way of life and actions;
 - the buildings and their uses;
 - the things people believed in;
 - what was important to people;
 - how the lives of rich and poor people differed in the past .
 - Give reasons why changes may have occurred, backed up by research.
 - Show changes that have been identified on a timeline.

- 6**
- Choose reliable sources of factual evidence to study aspects of a time or society from the past.
 - Make links between some of the features of past societies. (e.g. religion, houses, society, technology).

History Progression Map – Understanding Chronology

- Understand the difference between things that happened in the past and the present.

- Know about things that happened to me in the past.

1

- Know some things that happened to other people in the past.

- Understand how to put a few events or objects in order of when they happened.

- Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.

- Understand and use the words past and present when telling others about an event.

2

- Recount changes in my own life over time.

- Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.

- Use words and phrases such as: recently, when my parents/carers were children, decades, and centuries

- Use a time line to place events I have found out about.

3

- Understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini).

- Use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time.

History Progression Map – Understanding Chronology

- Divide recent history into the present, using 21st Century, and the past using 19th and 20th Centuries.

- 4**
- Name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.
 - Use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time.

- 5**
- Use a time line to place events I have found out about both in this country and abroad.
 - Understand that a time line can be divided into periods: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939...).
 - Describe the main changes in a period of history (using words such as ‘social’, ‘religious’, ‘political’, ‘technological’ and ‘cultural’).
 - Name the date of any significant event from the past that I have studied and place it in the right place on a time line.
 - Use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time.

- 6**
- Use a time line to place events, periods and cultural movements (linked to art, music and architecture) I have found out about from all around the world.
 - Use a time line to demonstrate changes and developments in culture, technology, religion and society.
 - Time lines use the following key periods as reference points for my descriptions of the past: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939...).
 - Describe the main changes in a period of history (using words such as ‘social’, ‘religious’, ‘political’, ‘technological’ and ‘cultural’).
 - Name the date of any significant event from the past that I have studied and place it in the right place on a time line.
 - Use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, and during to describe the passing of time.

Geography

“ The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world”

— President Barack Obama

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Geography Intent and Purpose

Why do we teach Geography?

At Nine Mile Ride we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place within it.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote our children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

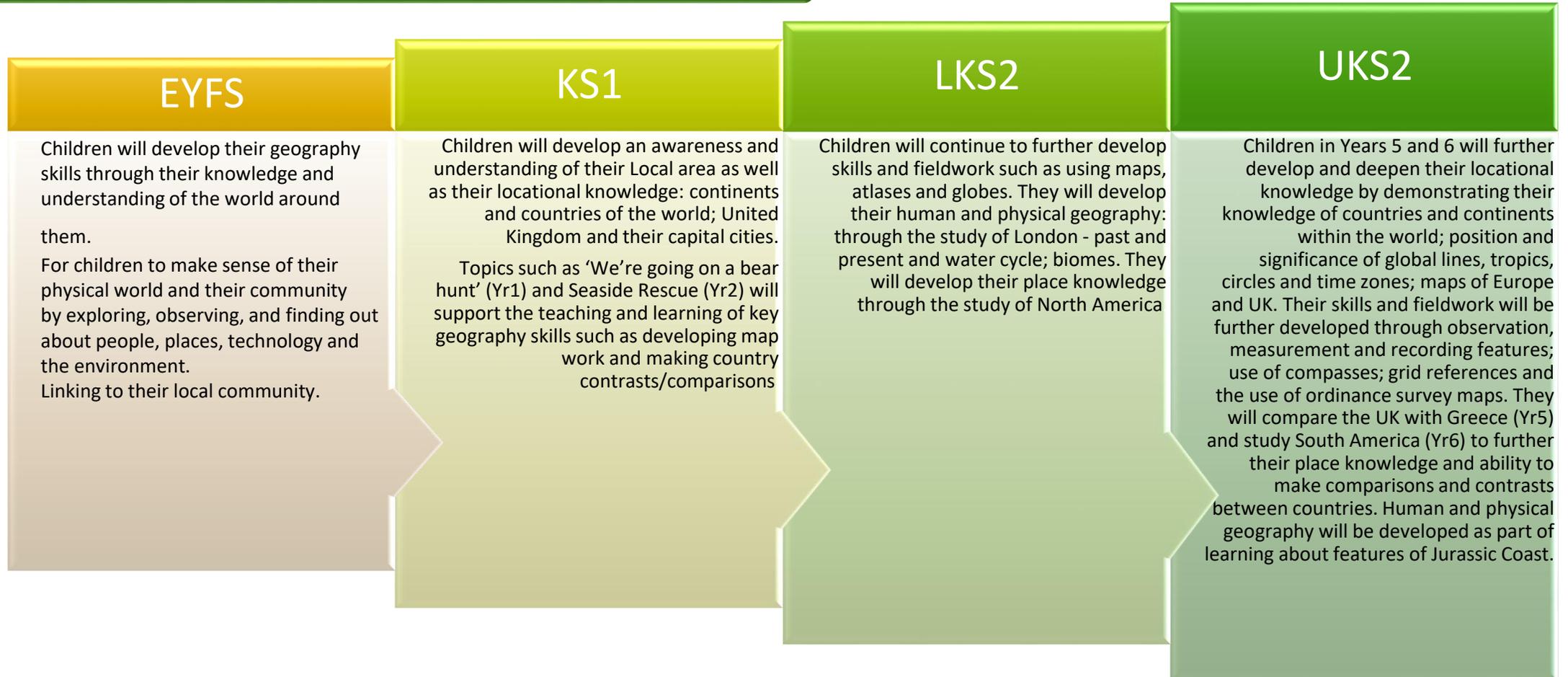
What is the aim of our curriculum for Geography?

We will deliver a curriculum that:

- Inspires a curiosity and fascination about the world and its people
- Equips children with an understanding of diverse places, people, resources and environments around them
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments
- Develops an understanding that the Earth's features are interconnected and change over time
- Encourages exploration of their own environment and challenges pupils to make connections between their local surroundings and that of contrasting settlements
- Use local area and community to develop geographical skills and knowledge

Geography Intent and Purpose

What do we teach in our Geography curriculum?



Geography Intent and Purpose

How does our Geography curriculum link to our key curriculum competencies?

Character

Geography allows pupils the chance to develop their initiative by creating their own questions, lead or work in a group to plan and organise field work and communicate their thoughts through presentations or writing.

Geography covers many moral issues e.g. global warming.

Children are informed about the world and so able to help with social change issues.

Ensuring children develop a sound knowledge and understanding of the world around them enables them to become critical thinkers and influential global citizens who all play a part in the world in which they live.

Cultural

In line with our Science curriculum, showing an understanding, exploring and respecting how our planet works is essential in the 21st century. As climate change and its various effects on the Earth become more and more evident, we need to reflect on how previous human actions have caused harm. Our children need to be equipped and empowered to act as responsible global citizens. A good knowledge of the geography curriculum will support a wide variety of career paths.

Physical geography, which deals with climate, atmosphere, soil, streams, landforms, and oceans.

Human geography, which looks at people, cultures, and migration.

Core

Geography is integrally linked with Maths, Science and English. Key maths concepts such as measure and statistics are used within gathering, recording, presenting and analysing data. Children, especially in UKS2, are encouraged to read range of secondary sources of information to support enquires and language and writing is consistently extended through a variety of geographical concepts.

Curriculum

Cross curricular outcomes in Geography are specifically planned for, with strong links between geography and English lessons identified, planned for and developed. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice.

Geography Implementation and Pedagogy

How is Geography taught at Nine Mile Ride?

- Geography programme of study provided by the National Curriculum has been broken down to ensure both progression and coverage from EYFS and across Key Stage 1 and 2. Geography is taught as part of our NMR creative curriculum with each year group following a topic/ theme with knowledge and skills interlinked.
- The teaching, learning and sequencing of the curriculum follows:
 - A progression of skills that is organised into four main themes: Geographical enquiry, Geographical skills fieldwork, investigating places and investigating patterns for each year group.
 - Each theme will be taught explicitly through exciting topics, including links to other areas of the curriculum
 - Fieldwork allowing pupils to explore their local area
 - A teaching sequence that begins with a 'hook', builds knowledge and skills and concludes with a reflection including trips and showcases to an audience
- We will deliver a curriculum that:
 - Inspires a curiosity and fascination about the world and its people
 - Equips children with an understanding of diverse places, people, resources and environments around them
 - Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments
 - Develops an understanding that the Earth's features are interconnected and change over time
 - Encourages exploration of their own environment and challenges pupils to make connections between their local surroundings and that of contrasting settlements
 - Use local area and community to develop geographical skills and knowledge

Geography Implementation and Pedagogy

Why is Geography taught in this way?

- Topics are creative, fun and engaging but teach the skills of each subject discretely within them.
- The teaching sequence immerses the children with a 'hook', builds knowledge and skills and concludes with a reflection that can be showcased to an audience.
- The curriculum map groups subjects per term to allow for the sequencing of prior learning and the fluent development of new skills, which are repeated within the year and year on year.
- Children are taught the sequence of skills and knowledge that are the components to a composite outcome.
- The intent of the geography curriculum is that our children will have a deep understanding of their local environment and the diverse surroundings in the wider world, with appreciation to human and physical characteristics.

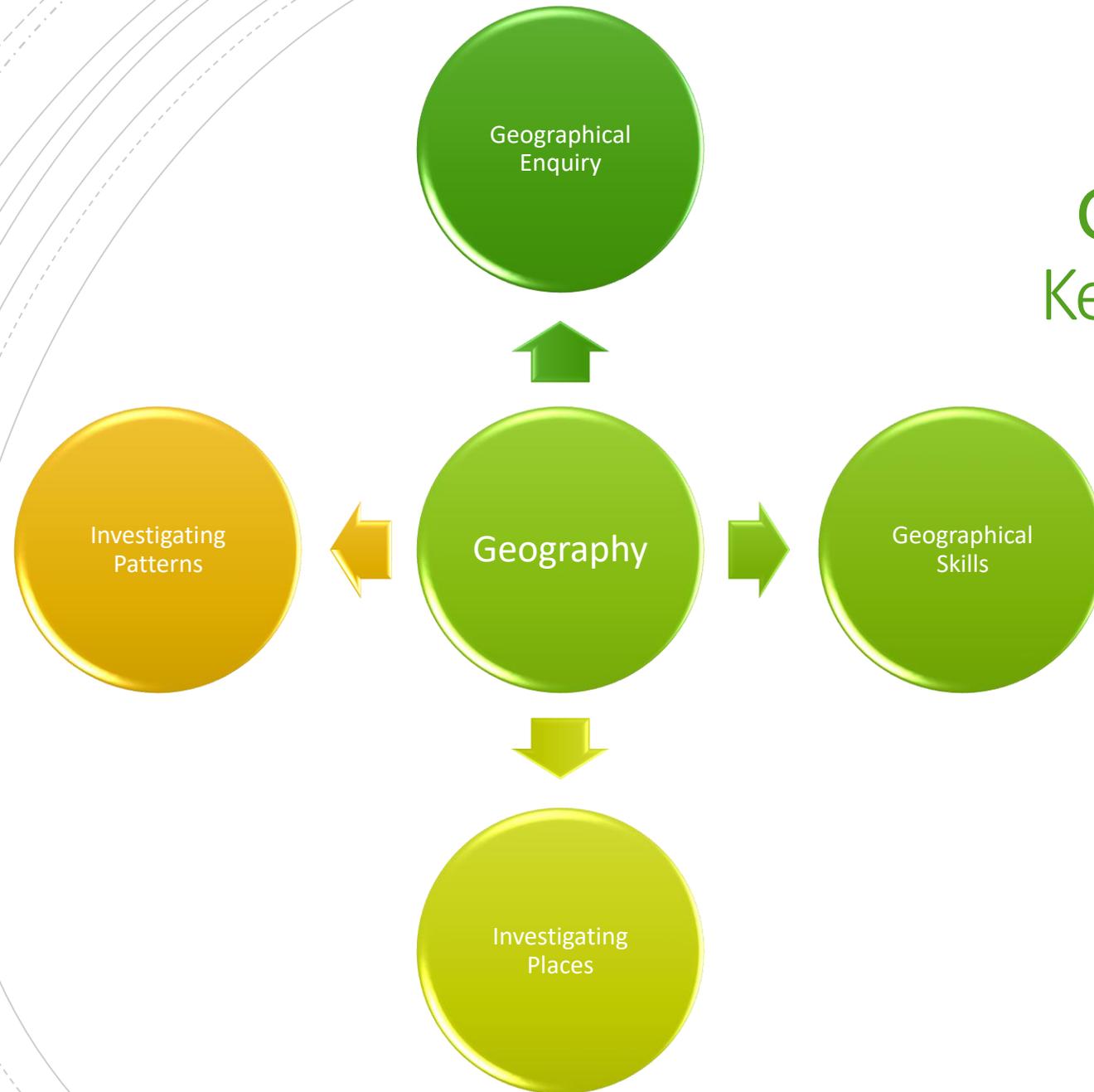
How will we know if children are making progress?

- The use of knowledge organisers aid students in understanding the intended outcomes by the end of the unit.
- Opportunities for children to explore the outdoor learning environments, both within the school grounds and local community
- There will be a clear progression of skills across Key Stage 1 and 2 that builds on prior knowledge that can be demonstrated in books
- Our children will be confident geographers and be able to clearly discuss their learning from past and current topics, as well as explain their next steps
- Out-of-class opportunities ensure geography is ongoing and embedded e.g. School trips and Eco Schools which provides children to take responsibility for looking after their environments

Geography Breadth

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>For children to make sense of their physical world and their community by exploring, observing, and finding out about people, places, technology and the environment.</p> <p>Linking to their local community.</p>	<p>Local area</p> <p>Locational Knowledge: continents and countries of the world; United Kingdom.</p> <p>Place knowledge: Around the World.</p> <p>Identify human and physical key features of countries.</p> <p>Geographical skills and fieldwork: using a compass, maps, globes and atlases.</p>	<p>Seaside locations (human and physical geography).</p> <p>Map work to identify capital cities and seaside towns in the UK.</p> <p>Place knowledge: contrasting a non-European location with the UK (Mexico).</p> <p>Weather and Map work: Identifying places on a map/fossils/rocks.</p>	<p>Skills and fieldwork: maps, atlases and globes.</p> <p>Human and physical geography: London - past and present.</p>	<p>Skills and fieldwork: Map skills.</p> <p>Human and physical geography: water cycle; biomes.</p> <p>Place knowledge: study of North America.</p>	<p>Locational knowledge: countries and continents; position and significance of global lines, tropics, circles and time zones; maps of Europe and UK.</p> <p>Skills and fieldwork: compass; grid references; ordinance survey maps.</p> <p>Place knowledge: compare UK and Greece.</p>	<p>Human and physical geography: features of Jurassic Coast.</p> <p>Place knowledge: study of South America.</p> <p>Skills and fieldwork: observe, measure and record features.</p>

Geography Key Concepts



Geography Progression Map – EYFS: Understanding the World

	People and Communities	The World	How this is achieved at Nine Mile Ride
EYFS	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them Recognise some environments that are different to the one in which they live in. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> Find out about places and the features in places in my local environment by either going to that place to observe or by looking at information sources.

Geography Progression Map – Geographical Enquiry

	Questioning	Collecting Evidence	Analysing Evidence	Handling Information	Viewpoint
1	<ul style="list-style-type: none"> Ask: “What is this place like?” 	<ul style="list-style-type: none"> Look at a map or globe to find information 		<ul style="list-style-type: none"> Use words, pictures, bar charts, and pictograms to help describe places. 	<ul style="list-style-type: none"> Tell others the things I like and dislike giving a reason with support.
2	<ul style="list-style-type: none"> Ask: “What and who will I see in this place? Why are these people here and what are they doing?” 	<ul style="list-style-type: none"> Use basic fieldwork skills (e.g. marking on a map of a school). 		<ul style="list-style-type: none"> Use words, pictures, bar charts, Venn diagrams, pictograms, and tables to help describe places. 	<ul style="list-style-type: none"> Explain what I like and dislike about a place and give clear reasons.
3	<ul style="list-style-type: none"> Ask: “Which PHYSICAL features does this place have?” Ask: “Which HUMAN features does this place have?” 	<ul style="list-style-type: none"> Complete a survey to investigate an environmental issue in the local area. 	<ul style="list-style-type: none"> Find out about places by either going to that place to observe or by looking at information sources. 	<ul style="list-style-type: none"> Use maths skills to help record and present observations. (Charts, graphs, tables, scales etc). 	<ul style="list-style-type: none"> Use writing skills to communicate what I know about a place.

Geography Progression Map – Geographical Enquiry

	Questioning	Collecting Evidence	Analysing Evidence	Handling Information	Viewpoint
4	<ul style="list-style-type: none"> Give reasons for why physical and human features are where they are. 	<ul style="list-style-type: none"> Describe different points of view on an environmental issue affecting a locality. 	<ul style="list-style-type: none"> Explore the features of local places by either going to that place to observe or by looking at information sources 	<ul style="list-style-type: none"> Use maths skills to help record and present observations. (Charts, graphs, tables, scales etc). 	<ul style="list-style-type: none"> Use writing skills to communicate what I know about a place. Describe different points of view on an environmental issue affecting a locality.
5	<ul style="list-style-type: none"> Think about what changes may occur to a place in the future 	<ul style="list-style-type: none"> Collect statistics about people and places and present them in the most appropriate ways. 	<ul style="list-style-type: none"> Find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at. 	<ul style="list-style-type: none"> Choose the most appropriate maths skills to help record and present observations. (Charts, graphs, tables, scales etc). 	<ul style="list-style-type: none"> Describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons. Choose the most appropriate writing skills to communicate what I know. Choose which of my ICT skills to use to help find out information.
6	<ul style="list-style-type: none"> Use geographical language to explain why physical and human features are where they are. Explain what a place may be like in the future, giving reasons backed up with evidence 	<ul style="list-style-type: none"> Map land use of a location and devise criteria. (e.g. leisure, shopping, residential etc). 	<ul style="list-style-type: none"> Find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at. 	<ul style="list-style-type: none"> Choose the most appropriate writing skills to communicate what I know and combine these skills with mathematics and ICT skills. 	<ul style="list-style-type: none"> Summarise different points of view on an environmental issue affecting a locality. Give an opinion on the issue, giving reasons.

Geography Progression Map – Geographical Skills

Identify Features and Language	Fieldwork	Mapping	Drawing Maps and Plans
<p>1</p> <ul style="list-style-type: none"> Describe places using geographical words such as hill, river, motorway, near, far, north, south etc. Look at places and draw features I like or dislike 	<ul style="list-style-type: none"> Take digital photographs of a locality and use them to help describe a place. 	<ul style="list-style-type: none"> Locate the UK and other known countries on a map of the world. Mark the location of the school on a map of the local area. 	<ul style="list-style-type: none"> Map the classroom (building up from a map of the desk that shows a ‘birds’ eye’ view of the layout.) Make drawings of an area I am finding out about.
<p>2</p> <ul style="list-style-type: none"> Describe places using geographical words such as natural and built. Look at places and draw features I like or dislike, sorting them into groups. 	<ul style="list-style-type: none"> Take digital photographs of a locality and use them to help describe a place, adding geographical words. 	<ul style="list-style-type: none"> Mark known locations on a map of the British Isles. Mark on a map of the local area: the location of the school and any other features I know about. 	<ul style="list-style-type: none"> Make a map of the things in the place being visited or finding out about. Label maps with geographical words I have learned Use a key with symbols or colours to help identify features on a map.

Geography Progression Map – Geographical Skills

	Identify Features and Language	Fieldwork	Mapping	Drawing Maps and Plans
3	<ul style="list-style-type: none"> Use the terms physical and human accurately and give examples of these features. 	<ul style="list-style-type: none"> Devise questionnaires to find out local opinions on an issue. 	<ul style="list-style-type: none"> Look at maps of areas being studied and identify features. Use the contents and index pages of an Atlas to find places quickly. 	<ul style="list-style-type: none"> Plan a route using four points of the compass.
4	<ul style="list-style-type: none"> Develop a growing list of known geographical terms, using them in own work. 	<ul style="list-style-type: none"> Make detailed sketches of the features of a location. 	<ul style="list-style-type: none"> Draw maps and plans of localities being studied that include keys, grid references, four figure grid references (e.g: 05,15), a scale (e.g. 1 square =1KM), a compass rose indicating North and some standard Ordnance Survey symbols. Understand that a map is a flat representation of a place on the globe. Use a globe to explore the nature of our world and can point out the North and South poles. 	<ul style="list-style-type: none"> Plan a route using eight points of the compass.

Geography Progression Map – Geographical Skills

	Identify Features and Language	Fieldwork	Mapping	Drawing Maps and Plans
5	<ul style="list-style-type: none"> Use the terms physical and human accurately and can describe these features. Confidently use geographical words. 	<ul style="list-style-type: none"> Make detailed field sketches of the features of a location, labelling them with appropriate geographical words. Create field sketches which show layouts, patterns or movement (as appropriate). Make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way. 	<ul style="list-style-type: none"> Look at and make detailed maps of areas being studied. Use the contents and index pages of an Atlas to find places quickly, and use my knowledge of the 7 continents to help me locate places in the contents. Know that globes are divided into lines of latitude and meridian of longitude and those time zones are identified using meridian of longitude. Understand the term GMT. 	<ul style="list-style-type: none"> Draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g. :05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols.
6	<ul style="list-style-type: none"> Understand how the physical features of a location can affect the human activity and can give examples of this (e.g. leisure and tourism in a hot country, cities near rivers etc). Use geographical vocabulary confidently when describing a place. 	<ul style="list-style-type: none"> Make detailed field sketches and combine these with digital images of the features of a location, labelling them with appropriate geography words. Create field sketches and digital images/data which show layouts, patterns or movement (as appropriate). 	<ul style="list-style-type: none"> Look at and make detailed maps of areas being , including any patterns that are apparent using appropriate colour coding to show these patterns. Use the contents and index pages of an Atlas with confidence and speed. Use knowledge of time zones to work out journey times around the world. Understand scales of maps, such as 1:25 000 (1cm represents 25 000 cm in real life). 	<ul style="list-style-type: none"> Draw maps and plans of localities studied that include keys, four figure grid references and use these four figure references to find 6 figure references. (e.g.: 221,151), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols.

Geography Progression Map – Investigating Places

Describing Places	Naming and Explaining Locations and Linking Places in the World	Identifying Change in the Past, Present and Future	Comparing Places
<p>1</p> <ul style="list-style-type: none"> Name types of buildings that are in a place (houses, shops, offices, flats, farm etc) Say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline. 	<ul style="list-style-type: none"> Know that paths, roads, air, and sea link places to others. Describe where somewhere is using words such as close to the school, far away from the school, town or city name, and locality within the town or city. 	<ul style="list-style-type: none"> Describe why places have become as they are (lots of shops bring lots of people/ farmland is quiet because people don't have much need to go there). 	<ul style="list-style-type: none"> Describe how a place is like another place (this is a busy/built up/ farming/ seaside/countryside place, just like... this is a quiet place but ...is a busy, noisy place)
<p>2</p> <ul style="list-style-type: none"> Decide whether a place is a city, town, village, coastal or rural area using knowledge of what buildings there are and the use of them. 	<ul style="list-style-type: none"> Describe where somewhere is using words such as the city or town name, and the region (or continent for studies further afield). Name and identify the equator and the tropics. 	<ul style="list-style-type: none"> Describe how a place is changing (e.g. new houses being built, getting busier as it becomes more popular, in decline as people move elsewhere, not as popular as it once was for leisure activities). 	<ul style="list-style-type: none"> Know that paths, roads, air, and sea link places to others. Know some of the reasons places are linked: holidays, leisure, work, food, and people moving to another country/place.

Geography Progression Map – Investigating Places

Describing Places	Naming and Explaining Locations and Linking Places in the World	Identifying Change in the Past, Present and Future	Comparing Places
<p>3</p> <ul style="list-style-type: none"> Describe a place using information learned. Using geographical vocabulary to describe a place confidently. 	<ul style="list-style-type: none"> Name the significant places and features of a location being studied. Know where the British Isles are and can name The United Kingdom (England, Scotland, Wales & Northern Ireland), and The Republic of Ireland. Name and locate the capital cities London, Dublin, Edinburgh, Cardiff and Belfast. Name and identify the three longest rivers in the UK (Severn, Thames, Trent). Name and identify the seas around the UK (The English Channel, the Irish Sea and the North Sea). 	<ul style="list-style-type: none"> Identify how a place where people live (settlement) has changed over time and give some reasons for this. 	<ul style="list-style-type: none"> Compare places where people live and give reasons for the differences.
<p>4</p> <ul style="list-style-type: none"> Describe where a place is I use the 8 points of the compass. Describe where a place is using country, region and names of towns, cities, and rivers. 	<ul style="list-style-type: none"> Name and locate France (Paris), Germany (Berlin) Italy (Rome), and Spain (Madrid). Name and locate the largest mountain range in Europe (The Alps). Name and locate the River Rhine (longest river in Europe). Name the two largest seas around Europe (the Mediterranean Sea, the North Sea). 	<ul style="list-style-type: none"> Use both physical and human factors in explanations of how settlements have changed over time. 	<ul style="list-style-type: none"> Compare places that have been studied using the physical and human features for comparisons. Give some reasons for the similarities and differences between places, using geographical language.

Geography Progression Map – Investigating Places

Describing Places	Naming and Explaining Locations and Linking Places in the World	Identifying Change in the Past, Present and Future	Comparing Places
<p>5</p> <ul style="list-style-type: none"> Describe where a place is using the 8 points of the compass, continent, country, region and names of towns, cities, and rivers. Describe places in terms of its economic development as well as other features. 	<ul style="list-style-type: none"> Name the significant places and features of a being studied, comparing it to my home country. Name and locate the continents (Africa, Asia, Europe, North America, South America, Antarctica) Name the largest cities in each continent (Lagos, Tokyo, Paris, New York, Sydney, and Sao Paulo). Name the six countries with the highest populations (Brazil, China, India, Indonesia, Russia, and USA). Name and locate the areas of origin of the main ethnic minority groups in the United Kingdom (Bangladesh, the Caribbean, India, Pakistan, the Republic of Ireland). 		<ul style="list-style-type: none"> Compare and contrast places that studied using the physical and human features for comparisons, and knowledge of continents, countries, climate, temperature, and economy. Give some reasons for the similarities and differences between places, using geographical language and what is known about relationships between countries.

Geography Progression Map – Investigating Places

Describing Places	Naming and Explaining Locations and Linking Places in the World	Identifying Change in the Past, Present and Future	Comparing Places
<p>6</p> <ul style="list-style-type: none"> Describe locations and features of places using a wide range of geographical vocabulary confidently. 	<ul style="list-style-type: none"> Name the three largest mountain ranges in the world: the Andes, the Himalayas and the Rocky Mountains. Name and identify the three longest rivers in the world: the River Nile, the Amazon and the Mississippi. Name and identify the largest desert in the world: the Sahara. name and identify the oceans: Arctic, Atlantic, Indian, Southern and Pacific. Name and locate the two canals linking seas or oceans: the Panama and the Suez Canals. Name and identify the main lines of latitude (poles, equator, tropics, the prime meridian). 		<ul style="list-style-type: none"> Compare and contrast places studied using the physical and human features for my comparisons, and my knowledge of continents, countries, climate, temperature, and economy. Compare places where people live and give reasons for the differences. Recognise how places fit within a wider geographical context (e.g. as part of a bigger region or country), and are interdependent (e.g. through the supply of goods, movements of people).

Geography Progression Map – Investigating Patterns

	Patterns and Processes	Environmental Change and Stability
1	<ul style="list-style-type: none"> • Make observations about where things are located (e.g. a pedestrian crossing near the school gates) 	<ul style="list-style-type: none"> • Suggest ways to improve somewhere near the school. • Keep a class weather chart throughout the school year and discuss changes.
2	<ul style="list-style-type: none"> • Recognise some changes in physical and human features (e.g. heavy rain flooding fields). 	<ul style="list-style-type: none"> • Collect temperature and rainfall information and keep this on a class record sheet throughout the school year. • Suggest solutions to different points of view as to how a locality can be improved.
3	<ul style="list-style-type: none"> • Identify the parts of a river and understand how land use is different along the river's course (source, meander, mouth) and areas around (flood plains) 	<ul style="list-style-type: none"> • Keep a class weather chart throughout the school year and discuss weather around the world. • Understand that climate change can be a result of human activity.
4	<ul style="list-style-type: none"> • Identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves). • Explain the process of erosion and deposition (at either the coast or in a river). • Know how erosion, deposition and flooding can affect people. 	<ul style="list-style-type: none"> • Summarise an environmental issue either in the local area or an area I am studying. • Understand how contribute to a reduction in climate change.

Geography Progression Map – Investigating Patterns

Patterns and Processes	Environmental Change and Stability
<ul style="list-style-type: none"> Identify the parts of a river and understand how land use is different along the river's course (source, meander, mouth) and areas around (flood plains) or the parts of a coastline (river mouth, beach, cliffs, stacks, caves). Explain the process of erosion and deposition (at either the coast or in a river). <p>5</p> <ul style="list-style-type: none"> Know how erosion, deposition and flooding can affect people. 	<ul style="list-style-type: none"> Keep a class weather chart throughout the school year and discuss changes, relating this to news and opinions about climate change. Collect temperature and rainfall information and keep this on a class record sheet throughout the school year. Summarise an environmental issue , its possible causes, and solutions either in the local area or an area I am studying. Suggest more than one solution as to how a locality can be improved. Know how I can contribute to a reduction in climate change. Summarise ways that people are trying to manage an environment
<ul style="list-style-type: none"> Identify the parts of a river (source, meander, mouth) and areas around (flood plains) or the parts of a coastline (river mouth, beach, cliffs, stacks, caves). Explain the process of erosion and deposition (at either the coast or in a river). Know how erosion, deposition and flooding can affect people. <p>6</p> <ul style="list-style-type: none"> Describe a place in terms of how economically developed it is. 	<ul style="list-style-type: none"> Keep a class weather chart throughout the school year and discuss changes, relating this to news and opinions about climate change. Collect temperature and rainfall information and keep this on a class record sheet throughout the school year. Summarise an environmental issue, its possible causes and solutions either in the local area or an area I am studying. Suggest more than one solution as to how a locality can be improved. Know how I can contribute to a reduction in climate change. Summarise ways that people are trying to manage an environment.

Schooling deprived of religious insights is wretched education.

— *Russell Kirk* —

Religious Education

- Intent and Purpose p272
- Implementation and Pedagogy p275
- Breadth p279
- Key Concepts p280
- Progression Maps p281

Religious Education Intent and Purpose

Why do we teach RE?

The purpose of RE is to promote religious literacy, beginning in the foundation years. This requires pupils to gain knowledge and understanding of a range of religions and worldviews and to use that knowledge to engage in informed and balanced conversations about religions and beliefs. In addition to learning about religions and worldviews, RE offers pupils the opportunity to develop spiritually, morally, socially and culturally and to reflect on their own beliefs, enabling them to develop discernment about the many attitudes and opinions which they will encounter within a diverse community.

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

RE gives varied opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

What is the aim of our curriculum for RE?

Pupils should:

- Know about and understand a range of religions and worldviews (both globally and within the local community)
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews
- To achieve these aims, RE provokes challenging questions about meaning, purpose, beliefs about God, issues of right and wrong and what it means to be human.
- RE plays an important role in preparing pupils for life in a modern world and should enable them to flourish as citizens in a diverse global society.

Religious Education Intent and Purpose

What do we teach in our RE curriculum?

Whole School

NMR RE curriculum ensures that every year group must encounter Christianity plus one other religion from Hinduism, Islam, Judaism & Sikhism

- FS – Key Religious Stories
- Yr1 – Christianity + Judaism
- Yr2 – Christianity + Islam
- Yr 3/4 - Christianity + Judaism/Hinduism (2 year rotation)
- Yr5 - Christianity + Sikhism
- Yr6 - Christianity + Islam

The curriculum is based on key enquiry questions which are linked to three elements of “Belonging, Believing and Behaving” ensuring that children ‘learn about’ and ‘learn from’. This is achieved through both class based and experiential lessons, engaging with representatives from local faith groups.

Religious Education Intent and Purpose

How does our RE curriculum link to our key curriculum competencies?

Character

RE enables development within SMSC, LORIC, Growth Mindset and an understanding of British Values

SMSC: through a developing understanding of what it means to be spiritual and live within an acceptable set of morals in a diverse community

LORIC: through an awareness of developing individual characteristics that can be demonstrated through leadership, organisation, resilience, initiative and communication.

Cultural

RE enables children to develop an understanding of the community and world in which they live, showing respect and tolerance for those with different beliefs and opinions from their own.

Core

RE can be integrated into some of the Core Subjects, for example English and science, through written tasks and discussion and discovery of the world around us through religious stories.

Curriculum

Staff should consider cross curricula links when planning RE to ensure that it is not just a stand-alone subject

e.g. RE, Topic & Geography: Judaism and the Passover Story/Ancient Egyptians/World map work

RE & Science: Climate change/Creation stories

RE & Music: Music styles through various religions and periods of time

Religious Education Implementation and Pedagogy

How is RE taught at Nine Mile Ride?

- To enable children to gain knowledge and understanding of a range of religions and world views and to use that knowledge to engage in informed and balanced conversations about them, RE is taught regularly and consistently across all year groups. RE is delivered through an enquiry based approach enabling children to consider a 'Big Question' based on a particular faith group. This is done through the 'Discovery' scheme of work, using a comprehensive set of medium term plans for every year group from Foundation Stage to Year 6. (This scheme supports the Pan Berkshire agreed syllabus for RE).
- 59 different enquiry modules are used throughout the 7 years to support the teaching, providing engaging and challenging lessons covering Christianity, Islam, Judaism, Hinduism, Sikhism & Buddhism.
- Christianity is taught in every year group with Easter & Christmas modules being taught in each year to give a progressive approach to learning.
- As well as Christianity, children will encounter one other faith group in each year; either Islam, Judaism, Sikhism, Hinduism or Buddhism.
- Each module is based on a particular faith, using an enquiry question and taught using a 4 -step process of Engagement, Investigation, Evaluation & Expression. Each module also indicates links to Key British Values which are woven through the learning.



Religious Education Implementation and Pedagogy

How is RE taught at Nine Mile Ride?

- **Step 1 – Engagement:** The human experience underpinning the key question is explored within the children’s own experience, whether that includes religion or not e.g. a human experience underpinning the question, ‘What is the best way for a Sikh to show commitment to God?’ is ‘commitment’, so lesson 1 aims to help all children resonate with the experience of ‘commitment’ in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the BRIDGE into the world of religion (which may be very much outside of their experience).
- **Step 2 - Investigation:** The children are guided through the enquiry, using a range of appropriate resources for experiential learning, allowing the children to ‘step into’ the subject using a wide range of learning styles. For example, this may be through watching relevant videos, listening to stories, discussion & recording, handling artefacts & meeting people from different faith groups by either inviting them to school or visiting places of worship.
- **Step 3 - Evaluation:** This draws together the children’s learning, allowing them time to reflect on their own lives and to reach their own conclusions about the key question of that enquiry. This can be through a formal assessment task if appropriate using the age-related expectation descriptors at the end of each enquiry. However, this may be done through other expressive methods such as creative art allowing children to express their ‘learning about’ and ‘learning from’ the subject.
- **Step 4 - Expression:** Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs.



Religious Education

Implementation and Pedagogy

Why is RE taught in this way?

- This 4 - step approach allows children to use their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge, nurturing spiritual development and embedding British values.
- Experiential opportunities of learning enable the subject to 'come alive' and develops more concrete pathways of learning & understanding for the child. e.g. handling the 5 k's of Sikhism or smelling frankincense & Myrrh from the Christian stories will create memorable pathways.
- The range of faith groups explored allows a breadth of understanding to develop across the years. As the child progresses through the years they will gain a broad view of topics and begin to be able to compare and contrast views both across faith groups and with their own views.
- The enquiry questions develop the child's thinking skills which can be challenging as there is often no 'right' or 'wrong' answer but this can allow children's thinking to broaden and their opinions to change as they use their Growth Mindset.
- By year 6, children will have encountered all major faith groups and gained an understanding of what it means to believe, belong & behave within a community and are able to begin making multi-faith based links, learning respect and tolerance of others.

Religious Education

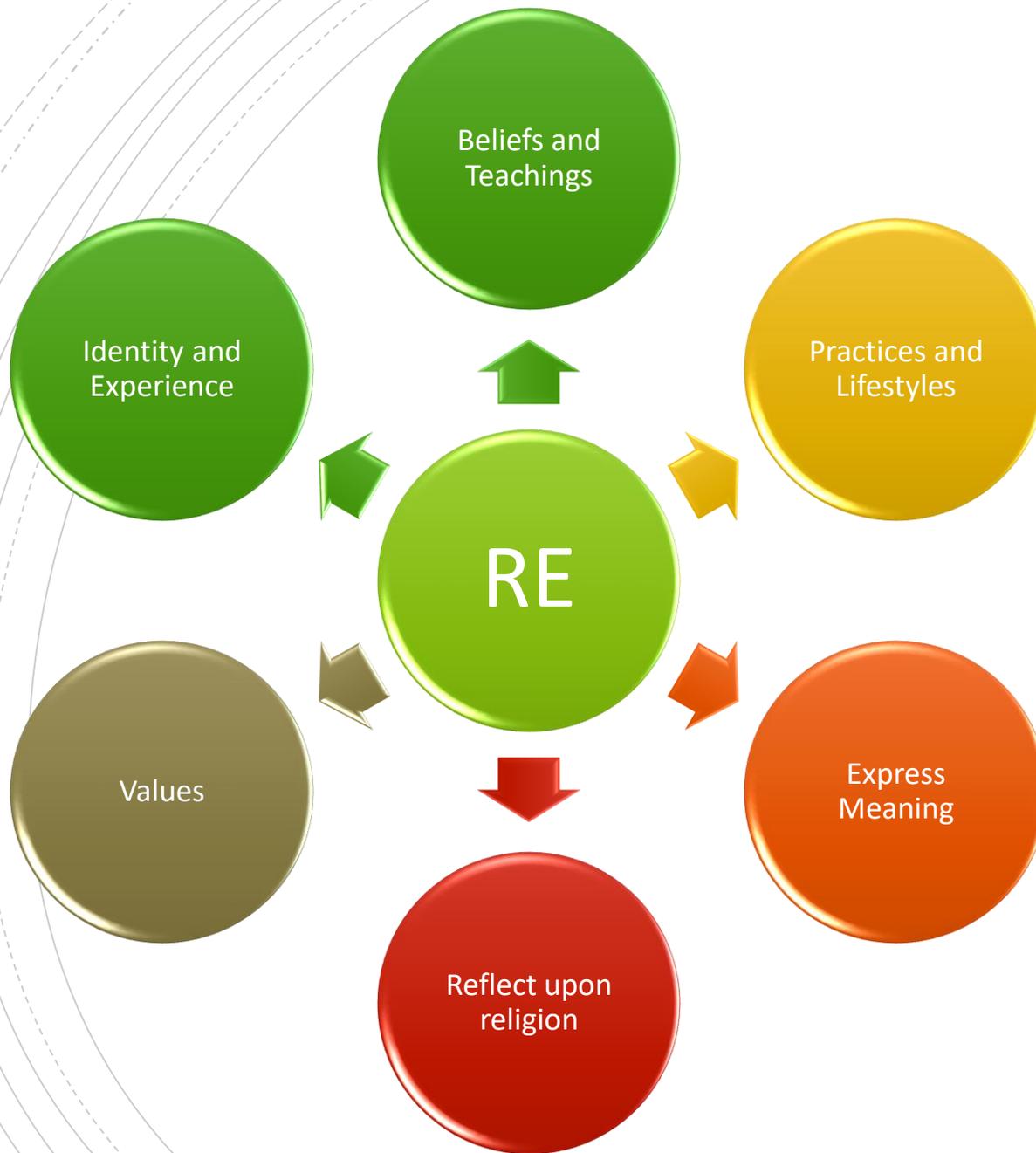
Implementation and Pedagogy

What is our intended impact?

- It is important to recognise that RE is not a subject to be taught in isolation and includes many similarities and overlaps with SMSC & British Values. Therefore, the intended impact reflects this:
 - Children will have the ability to be reflective about their own beliefs (religious or otherwise) and gain the skills needed to engage seriously with religions and worldviews
 - Children will have knowledge of, and respect for, different people's faiths, feelings and values
 - Children will enjoy learning about themselves, others and the world around them, preparing them for life in a modern world
 - Children will have a range of social skills which will enable them to socialise well with others, including those from different religious, ethnic and socio-economic backgrounds
 - Children will be able to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
 - Children will develop positive and healthy relationships with their peers, both now and in the future
 - Children will respond to challenging questions about meaning, purpose, beliefs about God, issues of right and wrong and what it means to be human

Religious Education Breadth

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion	Christianity	Christianity Judaism	Christianity Islam	Christianity Hinduism	Christianity Judaism	Christianity Sikhism	Christianity Islam
Key Questions	<p>What makes people feel special?</p> <p>What is Christmas?</p> <p>How do people celebrate?</p> <p>What is Easter?</p> <p>What can we learn from stories?</p> <p>What makes places special?</p>	<p>Does God want Christians to look after the world?</p> <p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Was it always easy for Jesus to show friendship?</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Is Shabbat important to Jewish children?</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>	<p>Is it possible to be kind to everyone all of the time?</p> <p>Why do Christians believe God gave Jesus to the world?</p> <p>Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>How important is it to Christians that Jesus came back to life after his crucifixion?</p> <p>Does going to a Mosque gives Muslims a sense of belonging?</p> <p>Does completing Hajj make a person a better Muslim?</p>	<p>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Has Christmas lost its true meaning?</p> <p>Could Jesus heal people?</p> <p>Were these miracles or is there some other explanation?</p> <p>What is 'good' about Good Friday?</p> <p>How can Brahman be everywhere and in everything?</p> <p>Would visiting the River Ganges feel special to a non-Hindu?</p>	<p>How special is the relationship Jews have with God?</p> <p>What is the most significant part of the nativity story for Christians today?</p> <p>How important is it for Jewish people to do what God asks them to do?</p> <p>Is forgiveness always possible for Christians?</p> <p>What is the best way for a Jew to show commitment to God?</p> <p>Do people need to go to church to show they are Christians?</p>	<p>How far would a Sikh go for his/her religion?</p> <p>Is the Christmas story true?</p> <p>Are Sikh stories important today?</p> <p>How significant is it for Christians to believe God intended Jesus to die?</p> <p>What is the best way for a Sikh to show commitment to God?</p> <p>What is the best way for a Christian to show commitment to God?</p>	<p>What is the best way for a Muslim to show commitment to God?</p> <p>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Is anything ever eternal?</p> <p>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p>



Religious Education Key Concepts

Religious Education Progression Map – Beliefs and Teachings

R	<ul style="list-style-type: none">• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
1	<ul style="list-style-type: none">• Retell some parts of religious stories.
2	<ul style="list-style-type: none">• Describe some religious ideas from stories.• Describe some religious beliefs, teachings and events.• Tell you about what concepts like belonging, commitment, kindness and forgiveness mean to me in my own world.• Express my own thoughts.
3	<ul style="list-style-type: none">• Show what I know about religious beliefs, ideas and teachings.• Tell you about the concept / belief e.g. belonging and how it relates to the faith group I am studying.• Express own opinions and start to support them with rationale.
4	<ul style="list-style-type: none">• Explain my understanding of religious beliefs, ideas and teachings in a variety of ways.• Compare stories from faith groups that I am studying with those of other religions I have studied.
5	<ul style="list-style-type: none">• Explain the significance of some religious beliefs, teachings and events for members of faith communities.• Begin to describe some differences and similarities between religions.
6	<ul style="list-style-type: none">• Explain how some beliefs and teachings are shared by different religions.• Explain how beliefs and teachings affect the lives of individuals and communities.• Explain how the concept / belief (e.g. forgiveness) resonates in my own life and see how this might be different for others because of their religion / belief.• Express my thoughts having reflected on them in relation to other people's.

Religious Education Progression Map – Practices and Lifestyles

R	<ul style="list-style-type: none">• Know that some people, including myself, practice certain religions.• Recognise that people have different beliefs and celebrate special times in different ways.• Understand that some places are special to members of their community.
1	<ul style="list-style-type: none">• Recognise religious objects.• Recognise religious people.• Recognise religious places.• Know about some of the things that people of a religion do.
2	<ul style="list-style-type: none">• Describe some religious objects, places and practices.• Start to use religious vocabulary to begin to describe the significance of facts and practices.
3	<ul style="list-style-type: none">• Show what I know about religious objects and places and how they are used.• Show what I know about religious people and how they behave.
4	<ul style="list-style-type: none">• Explain the relevance and importance of objects, places and behaviours.
5	<ul style="list-style-type: none">• Explain the practices and lifestyles involved in belonging to a faith community.
6	<ul style="list-style-type: none">• Explain how religious life and practices affect the lives of individuals and communities.• Recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.

Religious Education Progression Map – Express Meaning

R	<ul style="list-style-type: none">• Recognise religious symbols that are relevant to known religions, or from stories I have heard.
1	<ul style="list-style-type: none">• Name some religious symbols.• Know what some religious words mean.
2	<ul style="list-style-type: none">• Know how religious beliefs can be expressed through the arts.• Describe the messages or meanings of some religious symbols.
3	<ul style="list-style-type: none">• Identify religious symbolism in literature and in the arts.• Verbalise and/or express own thoughts.
4	<ul style="list-style-type: none">• Understand the significance of religious symbolism to people of different religions.• Express my own opinions and start to support them with rationale.
5	<ul style="list-style-type: none">• Explain some of the differing ways that believers show their beliefs, ideas and teachings.• Use a range of sources to interpret information about a religion.
6	<ul style="list-style-type: none">• Explain, using the correct terminology, how religious beliefs and ideas can be shown in many different ways.• Express my own thoughts having reflected on them in relation to other people's.

Religious Education Progression Map – Reflect upon Religion

R	<ul style="list-style-type: none">• Ask questions about things I do not understand.
1	<ul style="list-style-type: none">• Talk about the parts of life I find interesting.
2	<ul style="list-style-type: none">• Ask a range of questions about puzzling aspects of life.• Suggest answers, including religious ones.
3	<ul style="list-style-type: none">• Ask questions that have no universally agreed answers.• Apply knowledge to an enquiry question and give an answer supported by one or more facts.
4	<ul style="list-style-type: none">• Take part in meaningful discussions about ultimate questions, forming my own opinions and ideas.• Suggest answers to an enquiry question based upon knowledge and understanding that I have developed about a religion.
5	<ul style="list-style-type: none">• Ask questions and suggest answers about the significant experiences of others, including religious believers.• Explain my own ideas and beliefs about ultimate questions.
6	<ul style="list-style-type: none">• Explain why there are differences between my own and others' ideas about ultimate questions.• Weigh up evidence and different arguments/aspects relevant to the enquiry question, support by evidence.

Religious Education Progression Map – Values

R	<ul style="list-style-type: none">• Know the difference between right and wrong.• Express their feelings and consider the feelings of others.
1	<ul style="list-style-type: none">• Know that I have to make my own choices in life.
2	<ul style="list-style-type: none">• Know the effect of actions on others when thinking about moral dilemmas.
3	<ul style="list-style-type: none">• Explain how shared beliefs about what is right and wrong affect people's behaviour.
4	<ul style="list-style-type: none">• Understand that religion and belief can have a significant impact on people's values.
5	<ul style="list-style-type: none">• Ask questions about matters of right and wrong and suggest answers which show I have an understanding of moral and religious teachings.
6	<ul style="list-style-type: none">• Express own values.• Respond to the values and commitments of others.• Reflect upon sources of inspiration in my own and others' lives.

Religious Education Progression Map – Identity and Experience

R	<ul style="list-style-type: none">• Talk about members of their immediate family and community.• See themselves as a valuable individual.
1	<ul style="list-style-type: none">• Say what is important in my life.• Compare this to religious beliefs.
2	<ul style="list-style-type: none">• Describe my feelings to other people.• Know that other people have feelings.• Talk about how my feelings may be similar to those of characters in religious stories.
3	<ul style="list-style-type: none">• Reflect upon what it means to belong to a faith community.
4	<ul style="list-style-type: none">• Respond to the challenges of commitment in my own life, and within religious traditions.
5	<ul style="list-style-type: none">• Recognise that commitment to a religion can be shown in a variety of ways.
6	<ul style="list-style-type: none">• Recognise and express my feelings about my own identity and link this to my learning about religion.



Languages

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- Implementation and Pedagogy p291
- Breadth p293
- Key Concepts p294
- Progression Maps p295

Languages Intent and Purpose

Why do we teach languages?

The purpose of our languages education at Nine Mile Ride is to foster pupils' curiosity and deepen their understanding of the world. The teaching of French through years 3 to 6 should enable pupils to express their ideas and thoughts in French 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 examples of literature in French. Language teaching should provide the foundation for learning further languages as children progress to their secondary schools, eventually equipping pupils to study and work in other countries.

What is the aim of our curriculum for languages?

Our French curriculum offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Our chosen themes - Time Travelling, Let's Visit a French Town and This Is France - provide an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world.

A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. French enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of Our curriculum for French is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers.

Through our French scheme, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Languages Intent and Purpose

What do we teach in our languages curriculum?

Lower KS2

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills.

Upper KS2

These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

Languages Intent and Purpose

How does our languages curriculum link to our key curriculum competencies?

Character

Children will develop awareness of the importance of communication in developing understanding, a core aspect of our LORIC curriculum.

Cultural

Through studying French, children will develop their understanding of the world, learning more about another country and the links it has with Britain.

Core

Children will be developing reading, writing and speaking and listening skills during their language's education at Nine Mile Ride, all of which will serve to reinforce their key skills within their English curriculum.

Curriculum

Children will have opportunities to sing French songs (Music), explore French literature and art (Art) and find out more about the country of France and its key features (Geography).

Languages Implementation and Pedagogy

How is language taught at Nine Mile Ride?

- At Nine Mile Ride we follow the Twinkl PlanIt scheme of work for French. Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Lessons occur weekly in years 3-6, taking 30-45 minutes.
- Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. PlanIt French has been designed by our language specialist teaching team, including French native speakers, so that teachers feel confident and supported. All of our lesson packs contain adult guidance, accurate language subject knowledge and accompanying audio materials.

Languages Implementation and Pedagogy

Why is language taught in this way?

- The British Council generated a report - 'Languages for the Future' in 2017, which detailed the need for more children to learn a language. As a nation, only 37% of adults say that they are able to hold a basic conversation when abroad. The number of students continuing language study beyond age 13 is getting ever smaller. For this reason, at Nine Mile Ride we feel that it is important for children to be introduced to languages in a fun and engaging way.
- The most recent studies in the teaching of language should focus less on grammar-translation and more on developing communication. By building learning from word level to sentence level work, through listening, speaking, reading and writing, children will be able to communicate more effectively over the four years they are learning French at Nine Mile Ride.
- Languages are learned at different paces for different children, and through the progressive nature of the scheme we use, children will be able to revisit and recap topics and vocabulary regularly in order to develop their understanding of the language.

What is our intended impact?

- Using the full range of Twinkl PlanIt resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will improve through the use of language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as summative assessments aimed at targeting next steps in learning.

Languages Breadth of Knowledge

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Getting to know you• All About Me• Food Glorious Food• Family and Friends• Our School• Time	<ul style="list-style-type: none">• All Around Town• On the Move• Going Shopping• Where in the World?• What's the Time?• Holidays and Hobbies	<ul style="list-style-type: none">• Getting to know you• All About Ourselves• That's Tasty• Family and Friends• School Life• Time Travelling	<ul style="list-style-type: none">• Let's Visit a French Town• Let's Go Shopping• This is France• All In A Day

Languages Key Concepts



Languages Progression Map – Speaking and Listening

3/4

repeat modelled words;
listen and show understanding of single words through physical response;
repeat modelled short phrases;
listen and show understanding of short phrases through physical response.
recognise a familiar question and respond with a simple rehearsed response;
ask and answer a simple and familiar question with a response;
express simple opinions such as likes, dislikes and preferences;
ask and answer at least two simple and familiar questions with a response.
name objects and actions and may link words with a simple connective;
use familiar vocabulary to say a short sentence using a language scaffold;
speak about everyday activities and interests;
refer to recent experiences or future plans.
identify individual sounds in words and pronounce accurately when modelled;
start to recognise the sound of some letter strings in familiar words and pronounce when modelled;
adapt intonation to ask questions or give instructions;
show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.
name nouns and present a simple rehearsed statement to a partner;
present simple rehearsed statements about themselves, objects and people to a partner;
present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.
say simple familiar words to describe people, places, things and actions using a model;
say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
say one or two short sentences that may contain an adjective to describe people, places, things and actions.

Languages Progression Map – Speaking and Listening

listen and show understanding of simple sentences containing familiar words through physical response;

listen and understand the main points from short, spoken material in French;

listen and understand the main points and some detail from short, spoken material in French.

engage in a short conversation using a range of simple, familiar questions;

ask and answer more complex questions with a scaffold of responses;

express a wider range of opinions and begin to provide simple justification;

converse briefly without prompts.

say a longer sentence using familiar language;

use familiar vocabulary to say several longer sentences using a language scaffold;

5/6 refer to everyday activities and interests, recent experiences and future plans;

vary language and produce extended responses.

pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;

appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;

start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;

adapt intonation, for example to mark questions and exclamations.

manipulate familiar language to present ideas and information in simple sentences;

present a range of ideas and information, using prompts, to a partner or a small group of people;

present a range of ideas and information, without prompts, to a partner or a group of people.

say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;

manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;

use a wider range of descriptive language in their descriptions of people, places, things and actions.

Languages Progression Map – Reading and Writing

read and show understanding of familiar single words.

read and show understanding of simple phrases and sentences containing familiar words.

use strategies for memorisation of vocabulary.

make links with English or known language to work out the meaning of new words.

use context to predict the meaning of new words.

begin to use a bilingual dictionary to find the meaning of individual words in French and English.

identify individual sounds in words and pronounce accurately when modelled.

3/4 start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.

adapt intonation to ask questions.

show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.

write single familiar words from memory with understandable accuracy.

write familiar short phrases from memory with understandable accuracy.

replace familiar vocabulary in short phrases written from memory to create new short phrases.

copy simple familiar words to describe people, places, things and actions using a model.

write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.

write one or two simple sentences that may contain an adjective to describe people, places, things and actions.

Languages Progression Map – Reading and Writing

read and show understanding of simple sentences containing familiar and some unfamiliar language.

read and understand the main points from short, written material.

read and understand the main points and some detail from short, written material. use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context).

use a bilingual dictionary to identify the word class.

use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.

read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.

5/6 appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words.

start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.

adapt intonation for example to mark questions and exclamations in a short, written passage.

write a simple sentence from memory using familiar language.

write several sentences from memory with familiar language with understandable accuracy.

replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.

write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold.

manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.

use a wider range of descriptive language in their descriptions of people, places, things and actions.

Languages Progression Map – Stories, Songs, Poems and Rhymes

3/4

listen and identify specific words in songs and rhymes and demonstrate understanding.
listen and identify specific phrases in songs and rhymes and demonstrate understanding.
join in with actions to accompany familiar songs, stories and rhymes.
join in with words of a song or storytelling.

5/6

listen and identify rhyming words and specific sounds in songs and rhymes.
follow the text of familiar songs and rhymes, identifying the meaning of words.
read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.
follow the text of a familiar song or story.
follow the text of a familiar song or story and sing or read aloud.
understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.

Languages Progression Map – Grammar

show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;
name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;
recognise and use partitive articles;
name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;
name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;
3/4 use a simple negative form (ne... pas);
show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
recognise and use the first person possessive adjectives (mon, ma, mes);
recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;
conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;
use simple prepositions in their sentences;
use the third person singular and plural of the verb 'être' in the present tense.

identify word classes;
demonstrate understanding of gender and number of nouns and use appropriate determiners;
explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;
name and use a range of conjunctions to create compound sentences;
use some adverbs;
demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;
explain and use elision; state the differences and similarities with English;
5/6 recognise and use the simple future tense of a high frequency verb; compare with English;
recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;
recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);
recognise and use a range of prepositions;
use the third person plural of a few high frequency verbs in the present tense;
name all subject pronouns and use to conjugate a high frequency verb in the present tense;
recognise and use a high frequency verb in the perfect tense; compare with English;
follow a pattern to conjugate a regular verb in the present tense;
choose the correct tense of a verb (present/perfect/imperfect/future) according to context.

Culture Faculty

The Arts are an essential ingredient in our education provision. The ways we have to express ourselves creatively and holistically are keys that unlock profound human understanding and accomplishment. The Arts, it has been said, cannot change the world, but they may change the human beings who might change the world.

In addition, physical education makes a positive impact on the lives of our community. It teaches children the value of staying active, what it means to work in a team, the importance of communication and focus.

Art

Music

PE

"I DREAM MY
PAINTING, AND
THEN I PAINT MY
DREAM."

VINCENT VAN GOGH

Art

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- Breadth p310
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Art Intent and Purpose

Why do we teach Art?

At Nine Mile Ride we offer a structure and sequence of lessons to ensure skills are covered that are required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work and have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as collage, printing, patterns and digital medias. Children will also develop their knowledge of famous artists. Children will also develop their interest and curiosity about art through a series of lessons offering skills progression, knowledge progression and allowing the children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will allow children to develop their emotional expression through art to further enhance their personal, social and emotional development.

What is the aim of our curriculum for Art?

At Nine Mile Ride we aim to develop children's techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. All children will use technical vocabulary and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children will develop skills to speak confidently about their art and design work.

Art Intent and Purpose

What do we teach in our Art curriculum?

EYFS

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
 - Create collaboratively sharing ideas, resources and skills.
 - Listen attentively, move to and talk about music, expressing their feelings and responses.
 - Watch and talk about dance and performance art, expressing their feelings and responses.
 - Explore and engage in music making and dance, performing solo or in groups
 - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
 - Share their creations, explaining the process they have used.

KS1

- Pupils should be taught:
- 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
 - To learn 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.

KS2

- Pupils should be taught:
- 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.

Art Intent and Purpose

How does our art curriculum link to our key curriculum competencies?

Character

Art requires perseverance to succeed and to try new skills and techniques. These art skills require application of Growth Mind set and have a positive can do attitude. Communication skills are developed through evaluating and discussing the great artists as well as their own work. Furthermore, teamwork skills are enhanced through collaborative art making such as sculpture.

Cultural

A rich and varied art curriculum allows children to gain an understanding of a wide variety of cultures, historical events and to gain an insight into how different artists from all different lifestyles have been inspired. An interest in this subject could lead to careers ranging from fashion/graphic designers to art therapists.

Core

Art can be integrated into the Core Subjects for example the inclusion of sculpture, geometric patterns can be linked to Maths. The communication and language aspects of English are practised through discussions as well as writing, where children are able to evaluate and celebrate their final "pieces".

Curriculum

There are many opportunities for pupils to apply art skills in other subjects.

- Art through the ages – History
- Sculpture and craftwork – Geography
- Design and 3D work – DT
- Digital media – ICT
- Colour spectrum - Science

Art Implementation and Pedagogy

How is Art taught at Nine Mile Ride?

- At Nine Mile Ride we weave the arts into our core classroom curricula as well as teach specific artistic skills and abilities. We do not follow a scheme of work, instead we try to link our arts work to topics that the children are learning about and that build on prior learning and provide opportunities to develop visual literacy.
- Units of learning in art are start with an existing piece of art or style of art which represents the rich diversity of art throughout history and the globe. Techniques and styles are discussed, and skills used within the original artwork are explored and developed, with work being recorded in sketch books. Children will have the opportunity to express their artistic skills with a final piece of artwork inspired by the original piece.
- Teachers are encouraged to help children to think critically about images by asking open and closed questions, and giving them sentence starters as a way to talk about art. For example, “I like the way the artist has ...” or “In this artwork see ...” as well as developing their own. At Nine Mile Ride, we have created a map of expectations, skills, techniques and media for each year group and this is available for all staff to see, aiding them to plan their lesson accordingly. Each year, skills are developed, different media, techniques are used, and the children’s knowledge and interest in the subject grows. It is vital that staff use the map so that progression can develop and there are no overlaps. Great/cultural artists are suggested for each year group to follow, but flexibility is encouraged to allow the teachers to use their own and their classes’ interest as well.

Art Implementation and Pedagogy

Why is Art taught in this way?

- The role of the visual arts in early childhood education has long been recognised and valued as an essential component of the curriculum. (Eckhoff, Angela, 2011) The arts consist of different forms such as dancing, drawing and painting, performance art, sculpturing and many more. There is more and more information available that shows how crucial arts integration is to creating well-rounded, well-prepared learners and leaders.
- Art helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Art experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe their own culture as well as with the wider world. It is important that the subject matter is broad and includes culturally and ethnically diverse artists. Children need to understand that all sorts of people, in a variety of ways, make art. This can be shown through paintings, sculptures, websites, books and visiting galleries (real or virtual). Art can nurture the child's well-being and growth mind-set as it helps in the development of self-esteem, self-discipline, cooperation, and self-motivation. Children's self-esteem will improve, as there is no right or wrong answer in creative work.
- A report by Americans for the Arts states that young people who participate regularly in the arts (three hours a day on three days each week through one full year) are four times more likely to be recognised for academic achievement, than children who do not participate.

Art Implementation and Pedagogy

What is our intended impact?

- At Nine Mile Ride, we hope to develop and foster in children a love of art. A rich and varied art curriculum allows children to gain an understanding of a wide variety of cultures, historical events and to gain an insight into how different artists from all different lifestyles have been inspired. Art requires perseverance to succeed and to try new skills and techniques. These art skills require application of Growth Mind set and have a positive can-do attitude. Communication skills are developed through evaluating and discussing the great artists as well as their own work. Furthermore, teamwork skills are enhanced through collaborative art making such as sculptures. At school, we plan arts week where the focus is on the above skills and a theme, by setting aside a week can enable children to become absorbed in the topic.
- Learning walks, art displays, sketchbooks and planning will highlight how art is taught across the school and it will be evident to see areas that may need extra input and staff who may be able to share their skills and knowledge.
- We want children to feel confident in their artistic abilities, and celebrate their achievements through visual displays in classrooms, corridors and through community projects.
- The skills learnt will allow children to apply them to a range of subjects as well as making them ready to tackle new experiences.

Art Breadth

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Recreate pictures inspired by Mondrain.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Use pastels to make observational drawings of poppies.</p>	<p>Develop artistic styles through creation of a beach scene picture (Mary Cassatt).</p> <p>Learn about the work of artists, describing similarities and differences and use as a stimulus – create a piece of work in the style of Jackson Pollack.</p>	<p>Using pens and pencils, focus on scale, shading, tone, use of pressure on the pencil. Making marks, noticing patterns. Robert Delauney – Firework Patterns.</p>	<p>Create self portraits, focussing on proportions, pencil handling and shading more accurately.</p>	<p>Adapt drawing techniques according to the tool (pencil/charcoal) to draw people in action (Greek athletes and hoplite soldiers)</p>	
Painting	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>– pond pictures (Monet).</p>	<p>Develop art and design techniques using colour, pattern, texture, line, shape, form and space - aboriginal art creating own natural paints (Albert Namatjira).</p> <p>Use a digital image to capture a image (self portrait) then use paint to complete the image.</p>	<p>Develop art and design techniques using colour, pattern, texture, line, shape, form and space - beach scene picture (Mary Cassatt).</p> <p>Learn about the work of artists, describing similarities and differences and use as a stimulus – create a piece of work in the style of Jackson Pollack.</p>		<p>Use colour mixing/matching, experimenting with shade and tone through a variety of painting exercises (mixing colours, use of water with watercolour paint) inspired by Georgia O'Keefe.</p> <p>Use paint to create portraits using Holbein for inspiration.</p>	<p>Use colour mixing/matching, experimenting with shade/ tone, different sized brushes and marks to create the effect of movement (mixing colours, with ready mix or powder paint) inspired by Vincent Van Gogh.</p>	<p>Mix a range of watercolours to create an impression of a view - Monet</p>

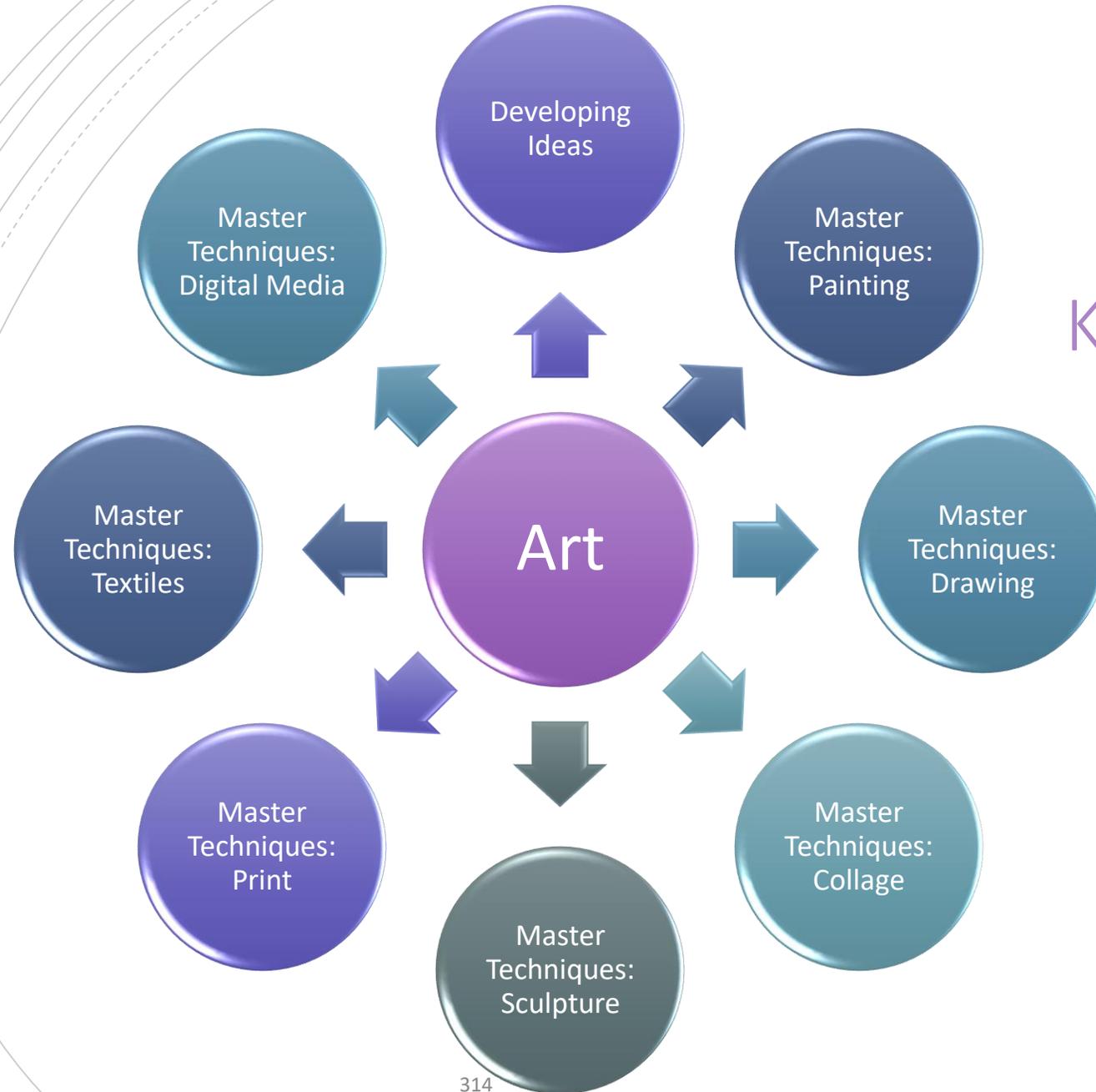
Art Breadth

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Print		Create Mexican patterns using a range materials and shapes to print.				Modify and adapt prints using a variety of different materials e.g. polystyrene, sharp tools, safety scalpels.	Print with overlapping colours based on designs by William Morris.
Collage	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. tiger camouflage picture (Henry Rousseau). Use what they have learnt about media and materials in original ways - paper plate sharks.	Use natural resources creatively – hedgehogs/bear faces. Use a range of materials creatively - cherry blossom trees – Taiken Yokoyama (plus other Japanese artist).	Use a range of materials creatively – create fire pictures based on the Great Fire of London.	Develop assemblage skills, using a range of materials and assembling to create a certain effect - Egyptian collars.	Assemblage skills, using a range of materials and assembling to create a certain effect - Roman Mosaics.	Use a range of either warm or cold colours . Gaudi Sun and Moon to affect mood collages focussing on colour and pattern.	
Sculpture	Papier Mache – experimenting with design, texture and form using recourses to create 3D volcano. Experiment with design, texture and form - making clay Diwali lamps.		Develop ideas, experiences and imagination by creating clay dinosaur fossils.	Clay - shape, form, model and construct a Canopic jar using a variety of techniques: score, slip, mould.			Use slip to join clay (slab technique) and add decorative features based on Mayan Stelae.

Art Breadth

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Media	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>use natural resource and an iPad to capture work– Andy Goldsworthy.</p>	Use a digital image to capture a image (self portrait) then use paint to complete the image.	Use a digital image to capture a image. Use paint or photo software to manipulate the image to create a piece of art - beach hut stimulus		Capture images of my own work.		Design motif using repeating patterns William Morris.
Textiles			Develop art and design techniques using colour, pattern, texture, line , shape, techniques to create a form and space - make a dinosaur puppet using a running stitch.	Design and create a bag using a range of joining techniques to create a desired effect.		Develop joins and layering of fabric, creating Christmas Stocking using a range of fabric colours.	
Artists	<p>Mondrian</p> <p>Monet</p> <p>Andy Goldsworthy</p> <p>Henry Rousseau</p>	<p>Henri Matisse</p> <p>International Artists</p>	<p>Mary Cassatt</p> <p>Jackson Pollack</p> <p>Henry Moore</p>	<p>Georgia O’Keefe</p> <p>Hans Holbein</p> <p>Roman Sculptures</p> <p>Surrealist artists</p>	<p>Robert Delaunay</p> <p>Tarak El Komi</p> <p>Salvador Dali</p> <p>Egyptian 3D</p> <p>Picasso</p>	<p>Van Gogh</p> <p>Gaudi</p> <p>Ancient Greek Vases</p>	<p>William Morris</p> <p>Turner</p> <p>Ancient Mayan Stelae</p> <p>Monet</p>

Art Key Concepts



Art Progression Map – Developing Ideas

	<ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
R	<ul style="list-style-type: none">• Share their creations, explaining the process they have used.
1	<ul style="list-style-type: none">• Start to understand how ideas are developed through processes.• Build up resilience to getting things wrong and trying again.• Practise and share learning and skills with others, receive and offer feedback to improve. Produce creative work, exploring their ideas and recording experiences.
2	<ul style="list-style-type: none">• Respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to own work and try different materials and methods to improve. Use key vocabulary to demonstrate knowledge and understanding in this strand.
3	<ul style="list-style-type: none">• Gain inspiration from different artists from around the world.• Compare skills and style of different artists and comment on which they prefer.• Continue to use a variety of subject specific vocabulary during art lessons (e.g. tone, shading, texture, abstract)
4	<ul style="list-style-type: none">• Discuss work and recognise where it can be developed further.
5	<ul style="list-style-type: none">• Compare the skills and styles of different artists and be able to say which they prefer. Comment on their own work and the work of others sensitively.• Compare and comment on the skills, ideas and artwork of different artists using the language of art (e.g. colour, pattern and texture, line and tone, shape, form and space).• Use a sketchbook to collect and explore ideas from first hand observation, experience, imagination and they will try out the techniques of known artists.
6	<ul style="list-style-type: none">• Evaluate own work and describe how they might develop it further.

Art Progression Map – Mastering Techniques : Drawing

	Skills	Knowledge and Understanding
R	<ul style="list-style-type: none"> • Use a variety of media. • Draw using different tools. • Produce different patterns and textures from observations and imagination. • Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> • Construct with a purpose in mind, using a variety of resources. • Use simple tools and techniques competently and appropriately.
1	<ul style="list-style-type: none"> • Experiment with a variety of media. • Begin to control the types of marks made with the range of media. • Produce an expanding range of patterns and textures. • Investigate textures by describing, naming, rubbing and copying. 	<ul style="list-style-type: none"> • Colour in neatly, following the lines very carefully. • Know about different materials which can be used to draw. • Draw lines of various thickness. • Begin to use vocabulary to demonstrate knowledge.
2	<ul style="list-style-type: none"> • Use pencils, pastels and charcoal in drawings. • Show patterns and textures in drawings by adding dots and lines. • Show different tones using coloured pencils. • Begin to control the types of marks made with a range of media. 	<ul style="list-style-type: none"> • Make a variety of lines of different sizes, thickness and shapes. • Look at drawings by other artists. • Use dots and line to demonstrate pattern and texture. • Use vocabulary to demonstrate knowledge.
3	<ul style="list-style-type: none"> • Use a number of sketches to base work on. • Annotate sketches in art sketchbook to explain ideas. • Create intricate patterns / marks with a variety of media. • Create textures and patterns with a variety of media. 	<ul style="list-style-type: none"> • Use different grades of pencil at different angles to show different tones. • Use hatching and cross hatching to show tone and texture in drawings. • Explore drawing (e.g. comics) throughout the 20th and 21st centuries to see how styles are used for effect.

Art Progression Map – Mastering Techniques : Drawing

	Skills	Knowledge and Understanding
4	<ul style="list-style-type: none"> Select the most suitable drawing materials for the type of drawing. Use shading to add interesting effects to drawings, using different grades of pencil. Explain the ideas behind images in an art sketchbook. 	<ul style="list-style-type: none"> Use a variety of different shaped lines to indicate movement in drawings. Use shading to show shadows and reflections on 3d shapes. Study other artists' drawings and have experimented with some of these styles.
5	<ul style="list-style-type: none"> Select appropriate drawing materials to create different effects in drawings. Use shading to add interesting effects to my drawings, using different grades of pencil. Explain the ideas behind images in an art sketchbook. 	<ul style="list-style-type: none"> Use a variety of different shaped line to indicate movement in drawings. Use shading to show shadows and reflections on my drawings of people. Study drawings from other artists' and explain the effect of their chosen style.
6	<ul style="list-style-type: none"> Develop own artistic style using tonal contrast and mixed media. Use sketchbooks to collect, record and plan for future works. Develop an awareness of composition, scale and proportion in my drawings. 	<ul style="list-style-type: none"> Drawing communicate movement. Drawings of still life include shadows and reflections. Work includes historical studies of technical drawings, such as ancient architecture.

Art Progression Map – Mastering Techniques : Painting

	Skills	Knowledge and Understanding
R	<ul style="list-style-type: none"> Use a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways 	<ul style="list-style-type: none"> Explore what happens colours are mixed. Understand that different media can be combined to create new effects. Manipulate materials to achieve a planned effect. Use simple tools and techniques competently and appropriately.
1	<ul style="list-style-type: none"> Explore with a variety of media; different brush sizes and tools. Begin to control the types of marks made with the range of media. Use knowledge of the colour wheel of primary and secondary colours in painting. Mix primary colours to make secondary. 	<ul style="list-style-type: none"> Name the primary and secondary colours. Experiment with different brushes and other painting tools. Begin to use key vocabulary for this strand.
2	<ul style="list-style-type: none"> Add white to colours to make tints. Add black to colours to make tones. Control the types of makrs made with the range of media (e.g. layering, mixing media and adding texture). 	<ul style="list-style-type: none"> Know the positions of primary and secondary colours in relation to each other on the colour wheel. Link colours to natural and man-made objects. Use key vocabulary for this strand (e.g. tint and shade).
3	<ul style="list-style-type: none"> Use watercolour paint to produce washes for backgrounds and then add detail. Experiment in creating mood and feelings with colour. Demonstrate an increasing control over the types of marks made and experiment with different effects and textures. 	<ul style="list-style-type: none"> Use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.

Art Progression Map – Mastering Techniques : Painting

	Skills	Knowledge and Understanding
4	<ul style="list-style-type: none"> • Use different colours to create a mood. • Create different effects and textures with paint. • Use light and dark within painting and show understanding of complimentary colours. • Start to look at working in the style of a selected artist. 	<ul style="list-style-type: none"> • Make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.
5	<ul style="list-style-type: none"> • Create colours by mixing to represent images observed in the natural and man-made world. • Confidently control the types of marks made and experiment with different effects and textures. • Start to develop own style using tonal contrast and mixed media. • Recognise the art of key artists. 	<ul style="list-style-type: none"> • Create paintings using colour and shapes to reflect feelings and moods. • Sketch (lightly) before painting so as to combine lines with colour to produce images that convey a purpose. • Paintings show movement.
6	<ul style="list-style-type: none"> • Control the types of marks made and experiment with different effects and textures. • Mix colour, shades and tones with confidence, building on previous knowledge. • Use sketchbooks to collect and record visual information from different sources. 	<ul style="list-style-type: none"> • Paintings are based on observations and can convey realism or an impression. • Combine colours and create tints, tones and shades to reflect the purpose of work. • Create lines in paintings which are sometimes stark and cold and at other times warm to reflect different features or intentions.

Art Progression Map – Mastering Techniques : Collage

	Skills	Knowledge and Understanding
R	<ul style="list-style-type: none"> Use a range of collage materials to create a picture. Cut, scrunch, tear and fold a range of media. Use simple tools to effect changes to materials. 	<ul style="list-style-type: none"> Manipulate materials to achieve a planned effect. Use a range of adhesives and explore which one is best. Begin to use vocabulary to describe materials (e.g. smooth, bumpy).
1	<ul style="list-style-type: none"> Explore and experiment with lots of collage materials. Cut and tear paper, textiles and card for collages. Sort and arrange collage materials for a purpose. 	<ul style="list-style-type: none"> Use paste, glue and other adhesives. Say why I have used collage materials. Begin to sort and use according to specific qualities (e.g. shine, smooth).
2	<ul style="list-style-type: none"> Create collages in groups or individually. Mix paper and other materials with different textures and appearances. 	<ul style="list-style-type: none"> Use shapes, textures, colours and patterns in collages. Say how other artists have used texture, colour, pattern and shape in their work.
3	<ul style="list-style-type: none"> Cutting skills are precise. Know the striking effect work in a limited colour palette can have, through experimentation. Use montage to create images 	<ul style="list-style-type: none"> Use tessellation and other patterns in my collage. Use my cutting skills to produce repeated patterns.
4	<ul style="list-style-type: none"> Develop skills of coiling and overlapping. Make paper coils and lay them out to create patterns or shapes. Use mosaic to create images. Experiment with ceramic mosaic techniques to produce a piece of art. 	<ul style="list-style-type: none"> Look at mosaic, montage and collage from other cultures.
5	<ul style="list-style-type: none"> Experiment with techniques that use contrasting textures, colours or patterns. (Rough/smooth, light/dark, plain/patterned). Work reflects a purpose. 	<ul style="list-style-type: none"> Collage is based on observational drawings. Collage combines both visual and tactile qualities. Collage takes inspiration from artists or designers.
6		

Art Progression Map – Mastering Techniques : Sculpture

	Skills	Knowledge and Understanding
R	<ul style="list-style-type: none"> Use a range of malleable media such as clay, papier mache, play dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials 	<ul style="list-style-type: none"> Manipulates materials to achieve a planned effect Talk about the different materials I have used and which one is best Select tools and techniques needed to shape, assemble and join materials
1		
2	<ul style="list-style-type: none"> Experiment in a variety of malleable media such as clay Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Use tools and equipment safely and in the correct way Use shape, form, construct and model from observation and imagination. 	<ul style="list-style-type: none"> Add lines and shapes to my clay work. Add texture to my clay work by adding clay and using tools. Say how other artists have used texture, colour, pattern and shape in their work.
3	<ul style="list-style-type: none"> Experiment with making life size models. Mould, sculpt and add details to clay models. Join clay to add further elements to clay models. 	<ul style="list-style-type: none"> 3D work has a well thought out purpose. Use the technique of adding materials to create texture, expression or movement. Use clay techniques to apply to pottery studied in other cultures.
4		
5		
6	<ul style="list-style-type: none"> Sculptures use a range of techniques such as slab, coils etc. Use slip to join pieces of clay together. Embellish and decorate final pieces. 	<ul style="list-style-type: none"> 3D work reflects an intention that is sometimes obvious, but at other times is open to interpretation of the viewer. 3d work contains both visual and tactile qualities. Choose from all of the techniques previously learned to embellish work, as appropriate.

Art Progression Map – Mastering Techniques : Printing

	Skills	Knowledge and Understanding
R	<ul style="list-style-type: none"> Take a range of rubbings: leaf, brick, coin. Create simple pictures by printing from objects. Make simple patterns by using objects. Use stencils to create a picture. 	<ul style="list-style-type: none"> Use different tools and media to create patterns and pictures. Use a range of objects to print. Use my own ideas to create a picture.
1	<ul style="list-style-type: none"> Use a range of printing tools. Print simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Print onto fabric or paper. Make own printing blocks (e.g. string patterns or plasticine shapes). 	<ul style="list-style-type: none"> Create a repeating pattern in print. Use my own ideas to make a printing block. Print onto a range of media. Look at how artists and designers have used colour, shapes and lines to create patterns.
2		
3		
4	<ul style="list-style-type: none"> Make own printing blocks and experiment with different materials. Make a one-coloured print. Build up layers of colours to make prints of two or more colours. 	<ul style="list-style-type: none"> Know how printing is used in the everyday life of designers or artists. Compare the methods and approaches of different designers in print techniques. Explore printing from other cultures and time periods.
5		
6	<ul style="list-style-type: none"> Print work includes printing onto fabrics, papers and other materials. Use drawings and designs to bring fine detail into my work. Build up colours in my prints. 	<ul style="list-style-type: none"> Prints combine a range of visual elements to reflect a purpose. Prints are based on the work of a well known British artist and on my own experience. Prints have a starting point from a designer in history.

Art Progression Map – Mastering Techniques : Textiles

	Skills	Knowledge and Understanding
R	<p>Play with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Begin to gain skills in simple weaving: paper, twigs.</p> <p>Use fabric to create a picture/collage.</p>	<p>Make a pattern by weaving.</p> <p>Use what I have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Begin to use vocabulary to describe different textiles and textures.</p>
1		
2	<p>Use glue to join fabrics.</p> <p>Use a running stitch to join fabrics.</p> <p>Gain confidence in stitching two pieces of fabric.</p> <p>Explain how to thread a needle and have a go</p>	<p>Show awareness of the best techniques to join different textiles.</p> <p>Combine different media to add colour and detail.</p> <p>Use textiles to create artwork that is matched to an idea or purpose.</p> <p>Use key vocabulary to demonstrate knowledge of this strand e.g. over, under.</p>
3	<p>Use the basics of cross-stitch and back-stitch.</p> <p>Know how to colour fabric and have used this to add patterns.</p> <p>Make weavings such as ‘God’s Eyes’.</p> <p>Use the basics of quilting, padding and gathering fabric.</p>	<p>Know how to colour fabric and have used this to add pattern.</p> <p>Create texture in my textiles work by tying and sewing threads or by pulling threads.</p> <p>Use textiles skills to create artwork that is matched to an idea or purpose.</p> <p>Show awareness of textiles work from other cultures and times.</p>
4		
5	<p>Understand how to use the techniques of sewing (cross and back stitch), applique, embroidery, plaiting and finger knitting.</p> <p>Use precise techniques to convey the purpose of my work.</p> <p>Develop a preference for a preferred type of textile work.</p> <p>Develop a range of pieces in a particular style, for a range of purposes.</p>	<p>Textile work sometimes combines visual and tactile elements, fit for purpose.</p> <p>Textile work is sometimes based on historical or cultural observations.</p>
6		

Art Progression Map – Mastering Techniques : Digital Media

	Skills	Knowledge and Understanding
R	<p>Use a digital camera/iPad to take images.</p> <p>Use a paint program to create a picture.</p> <p>Use the paint tools to adapt my work.</p>	<p>Open and use a simple art program.</p> <p>Select simple tools to make lines, shapes and choose colours.</p> <p>Select and use technology for particular purposes.</p>
1	<p>Use a computer to draw pictures with lines and shapes.</p> <p>Use a digital camera/iPad to capture images.</p> <p>Use tools like fill and brushes in a painting package .</p>	<p>Talk about my ideas and tell others' what they are.</p> <p>Control the size of mark and select colours, and use different shapes.</p> <p>Use basic skills when using technology to create art.</p>
2	<p>Use a digital camera, iPad, scanner or internet to capture images.</p> <p>Manipulate images to create a piece of art.</p> <p>Use the internet to research artists and their work.</p>	<p>Describe my work using key words: line, tone, texture, shape.</p> <p>Copy and paste areas of the image, save and print the image.</p> <p>Use a digital camera to select, capture, save and print.</p> <p>Use technology purposefully to create art.</p>
3		
4	<p>Use a digital camera to take images of things people have made.</p> <p>Write about my ideas and add sketches to my art sketchbook.</p> <p>Use the internet to research ideas or starting points for art.</p>	<p>Use a digital camera to capture textures, colours, lines, tones, shades and inspiration from the natural and man-made world.</p>
5		
6	<p>Create digital images with some animation or video sound to communicate my ideas.</p> <p>Evaluate own work, and that of others, discussing whether it meets its purpose.</p> <p>Keep notes about methods of working and the methods of others.</p>	<p>Work combines visual and tactile qualities to communicate an intention or purpose.</p>

**"MUSIC AND
RHYTHM FIND
THEIR WAY
INTO THE
SECRET
PLACES OF
THE SOUL."**

PLATO

Music

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- Implementation and Pedagogy p329
- Breadth p331
- Key Concepts p334
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Music Intent and Purpose

Why do we teach Music?

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 they learn to compose, sing and listen critically to music.

What is the aim of our curriculum for Music?

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

- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

Singing can be used across the whole curriculum to enrich children's learning, as well as forming part of school assemblies and singing for special occasions.

We aim to offer a range of additional music activities the children can be involved with including iRock, Peripatetic lessons, choir, together with one-off projects such as KS1 Summer Proms, Summer Music Concert, WASMA and end of term productions.

Music is integrated into all parts of society and by developing some understanding about the impact music has on us, the children will see the purpose and importance of music in our everyday lives.

Music Intent and Purpose

What do we teach in our Music curriculum?

EYFS

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

KS1

Children are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music (interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)

KS2

Children are taught to:

- sing and play musically with increasing confidence and control
- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
 - listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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

Music Intent and Purpose

How does our music curriculum link to our key curriculum competencies?

Character

Music composition, singing and performance naturally lend themselves to developing organisational and collaborative skills. The performance elements provide numerous opportunities for the children to develop 'Growth Mindset'.

Cultural

Music weaves its way through all aspects of society and the children are made aware of the importance of music in people's lives. Music connects many societies and is an integral part of many celebrations and festivals.

Core

There is a strong correlation between music and mathematics - beat and rhythm are formed from patterns with maths underlying their structure.

Music is often used in storytelling and to create mood/set a scene and helps to develop imagination for story writing. Music can be used as a stimulus for creative writing, or lyrics can be analysed to develop reading skills of inference and comprehension.

Curriculum

Where appropriate music curriculum can be linked to topic, in particular historical or geographical music (with music from different eras or countries around the world). Through the use of Sing Up, there will also be opportunities for teachers to reinforce topics through a range of songs related to all aspects of the curriculum.

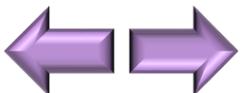
Music Implementation and Pedagogy

How is Music taught at Nine Mile Ride?

- At Nine Mile Ride we broadly follow the Music Express scheme of work for music; which is complimented with additional material from a range of sources. Lessons are taught over a two week period, with children receiving 2-hours of music lessons within this time. In addition to the specific music lessons, which are designed to develop skills, children will be exposed to a range of diverse music and musical styles as part of their topic learning. Children will also be taught songs to sing, either as part of their collective worship or at other times as directed by their class teacher.
- Music lessons have a spiral approach to the curriculum. Skills are revisited throughout the key stages and are mastered over time.
- In music, progression can be shown by doing simple things better, as well as by doing more complex things.
- The lessons concentrate on 'making music', whether this is using voice, instruments or a combination of both. To develop musical understanding the skills needed to perform, listen critically to music, compose and improvise are taught in an integrated way, as these skills work best when they are combined.
- The children are taught to play a range of tuned and untuned percussion instruments during lessons, along with using their voice, with increasing accuracy, fluency, control and expression.
- Children in Year 4 are taught to play a musical instrument though partnership with Berkshire Maestros Music Hub. This gives every child the opportunity to learn an instrument whilst in primary education.

MUSIC
EXPRESS

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Music Implementation and Pedagogy

Why is Music taught in this way?

- Music plays an important role in children's academic and social development and should engage and inspire pupils to develop a love of music and increase their self-confidence, creativity and sense of achievement.
- From The Importance of Music DFE 2011, "The value of music as an academic subject lies in its contribution to enjoyment and enrichment, for its social benefits, for those who engage in music seriously as well as for fun.....enables lifelong participation in, and enjoyment of, music "
- From The Importance of Music DFE 2011, " to have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence." Children in Year 4 have instrumental tuition from Berkshire Maestros Music Hub for 1 term.
- In 2021, the government published a new model music curriculum, which is followed by the updated Music Express online, which is used to plan our music lessons. This document also stresses the importance of exposing children to a wide range of high quality songs and musical styles, to experience the best in musical history.

What is our intended impact?

- Children foster a lifelong passion for music either as listener, creator or performer
- All children have the opportunity to express themselves musically, developing their musical skills through composition and performance
- Children gain an awareness and appreciation of the importance of the music in our everyday lives
- Children have opportunities to grow life skills through singing or playing: communication, self-confidence, collaboration, self esteem and sensitivity towards others.
- We see development in listening skills, concentration, creativity, memory, intuitions, aesthetic sensitivity and perseverance.

Music Breadth

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Singing songs as a group.	Ourselves (ME) Explore ways of using voices expressively.	Ourselves (ME) Use voices to describe feelings and moods; create and notate sounds	Sounds (ME) Exploring sounds from around the world	Instrumental Tuition from Music Hub	Solar System (ME) Singing in parts; explore elements of music; critical listening to musical extracts; compose and perform to a theme.	Journeys (ME) Sing in parts; performance.
	Create sounds using instruments.	Develop singling skills while performing actions.	Water (ME) Explore pitch through singing and instruments;	Environment (ME) Composing – create accompaniments and sound pictures	Sound (ME) Exploring sound – look at how sounds are made and use voice for beatbox sounds	Keeping Healthy (ME) Exploring tempi and rhythm; singing – awareness of scales; syncopated rhythm; accompaniment	World Unite (ME) Develop rhythm and pitch through song and body patterns and movement; performance.
	Describing sounds using language such as loud and quiet.	Seasons (ME) Develop vocabulary and understanding of pitch.	Class composition based on a pond.	Building (ME) Beat – sing and compose to create a performance	Poetry (ME) Performing – use voice expressively and creatively	Christmas Christmas Rap, Christing	Christmas Carol singing.
	Identify a range of instruments by appearance and sound.	Number (ME) Develop a sense of steady beat. Weather (ME) Explore how music can be used to describe weather. Nativity Singing and performance.	Travel (ME) Tanzanian game song - accompany using voices and instruments; orchestral piece. Number (ME) Explore steady beat and rhythm; use body percussion, voices and instruments to play beats and patterns from Italian Renaissance to West Africa. Nativity Singing and performance.	Song and Carol Singing.	Stave notation, pitch and rhythm Environment (ME) Composing – compose descriptive accompaniments Christmas Christmas Rap, Christing Song and Carol Singing.	Christmas Carol singing.	

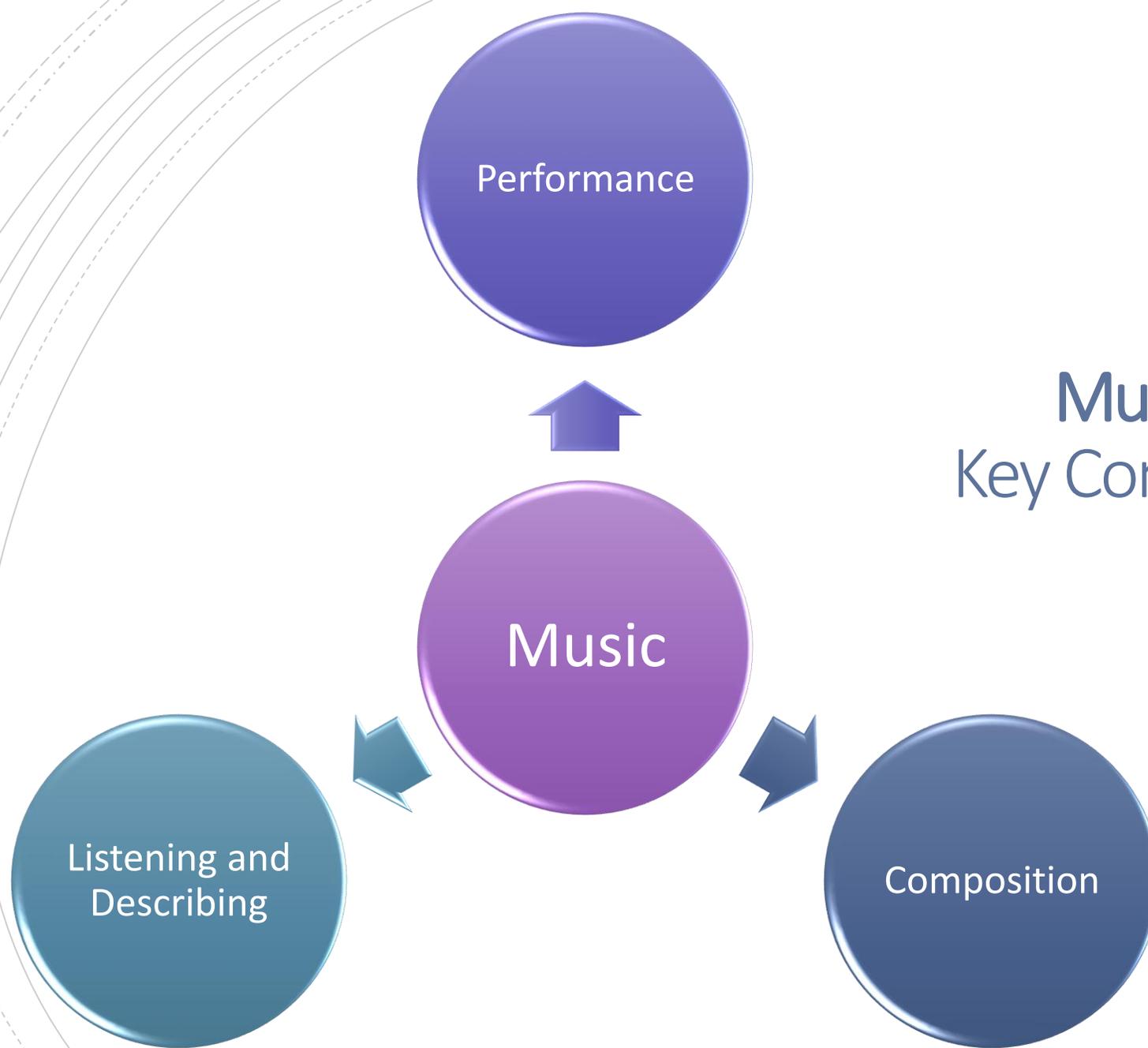
Music Breadth

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring	Singing songs as a group.	Travel (ME) Develop performance skills and learn about music from around the world.	Our Bodies (ME) Develop a sense of steady beat. Respond to music and play rhythm patterns using body percussion and instruments.	Communication (ME) Composing – graphic scores and using voice expressively	Recycling (ME) Structure – improvise and play different musical structures	Western Musical History Explore the development of musical instruments and impact on music.	Samba Develop knowledge of Samba – history, carnival, instruments, rhythm and structure; performance; critical listening.
	Create sounds using instruments.	Animals (ME) Further develop understanding of pitch. Identify contrasts of high and low pitch.	Animals (ME) Develop understanding and recognition of changing pitch.	China (ME) Pitch – explore the pentonic scale and notation / graphic score	Building (ME) Beat – explore musical textures and structures		
	Describing sounds using language such as loud and quiet.	Pattern (ME) Develop an understanding of counting in beats of 2, 3 and 4 and introduction to a score.	Story Time (ME) Introduce famous pieces to stimulate composition.	In The Past (ME) Pitch – Metre, rhythmic ostinato, pitch and notation, dance	Ancient Worlds (ME) Structure – compose music using layers pyramid structure		
	Identify a range of instruments by appearance and sound.	Machines (ME) Explore beat and combine steady beat with word rhythms and explore changes in tempo.	Interpret pitch line notation using voices and tuned instruments.				

Music Breadth

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer	Singing songs as a group.	Story Time (ME) Learn how music can be used to tell a story.	Our Land (ME) Explore timbre and texture as they explore descriptive sounds. Listen to, and perform, music inspired by myths.	Food and Drink (ME) Performing – chants and songs using word rhythms	Communication (ME) Composing – compose and sing songs and raps	At the Movies (ME) Use of graphic score; explore how music creates mood; compose and perform for a film sequence.	Growth (ME) Pulses in different tempi; rhythmic and melodic ostinato; singing in parts; critical listening to musical extracts; performance.
	Create sounds using instruments.	Identify contrasts of fast/slow, loud/quiet.	Weather (ME) Create descriptive sounds and word rhythms with raps and songs about weather.	Human Body (ME) Structure – improvising and word rhythms	Food and Drink (ME) Performing – chants and songs using word rhythms	Life Cycles (ME) Structure – explore musical moods and styles; compose and perform.	Upper Junior Production Singing and performing.
	Describing sounds using language such as loud and quiet.	Our Bodies (ME) Respond with movement to steady beat and rhythm patterns with a steady beat.	Weather (ME) Create descriptive sounds and word rhythms with raps and songs about weather.	Time (ME) Beat – develops understanding of beat, metre and rhythm.	In The Past (ME) Notation – use a variety of notation to build performances.	Life Cycles (ME) Structure – explore musical moods and styles; compose and perform.	Upper Junior Production Singing and performing.
	Identify a range of instruments by appearance and sound.	Water (ME) Develop and further explore changes in pitch using tuned percussion.	Seasons (ME) Develop understanding of pitch through movement, song and listening games.	Beat – develops understanding of beat, metre and rhythm.	In The Past (ME) Notation – use a variety of notation to build performances.	Life Cycles (ME) Structure – explore musical moods and styles; compose and perform.	Upper Junior Production Singing and performing.

Music Key Concepts



Music Progression Map – Listening and Describing

	Elements of Music	Applying Understanding
R	<ul style="list-style-type: none"> Listen and respond to music by singing, dancing, clapping or other means. Feel and move to a rhythm. 	
1	<ul style="list-style-type: none"> Pitch: Identify low and high sounds. Duration: Recognise when there is a beat or no beat, recognise long and short sound patterns. Dynamics: Describe sound as loud, quiet or silent. Tempo: Identify fast or slow. Texture: Identify a single sound, or a combination of sounds. Timbre: Identify a range of instruments by sound. Structure: Recognise musical echoes and repeating patterns. 	<ul style="list-style-type: none"> Recall sounds with increasing aural memory Recognise that sounds can be made in different ways (e.g. sung, body, instrumental, environmental, electronic) Show that hear different moods in music.
2	<ul style="list-style-type: none"> Pitch: Identify lower and higher sounds, and respond to the overall shape of melodies. Duration: Distinguish between rhythm and beat, and can understand how rhythmic patterns fit to the beat. Dynamics: Beginning to understand when music gets louder or quieter. Tempo: Beginning to understand when music gets faster or slower. Texture: Recognise well defined musical features within a piece of music. Timbre: Identify how sounds are made: blown, plucked, shaken, struck, vocalised, strummed, electronically. Structure: Understand and identify repetition and contrast in music, including ostinato. 	<ul style="list-style-type: none"> Recognise and recall musical structures. Identify how the choice of sound source can contribute towards the mood or effect in the music heard or performed. Use and explore a variety of signs or symbols linked to understanding of elements.

Music Progression Map – Listening and Describing

	Elements of Music	Applying Understanding
3	<ul style="list-style-type: none"> • Pitch: Distinguish between steps, leaps and repeats in melodies. • Duration: Understand how rhythmic patterns fit to a beat. • Dynamics: Understand and identify sound getting louder and quieter. • Tempo: Identify the beat in music. • Texture: Identify the difference between solo and unison. • Timbre: Identify different families of instruments and their qualities. • Structure: Develop understanding of a range of repetition and contrast structures, including ostinato. 	<ul style="list-style-type: none"> • Use the language of the elements of music to describe changes in musical styles. • Recall and clap a rhythm. • Recognise that music from different places sounds different and uses different instruments. • Know that music can be played or listened to for a variety of purposes, including throughout history and in different cultures.
4	<ul style="list-style-type: none"> • Pitch: Distinguish between major and minor scales. • Duration: Recognise and understand 2,3 and 4 metre. • Dynamics: Understand and identify sound getting louder and quieter, with different levels of volume. • Tempo: Understand and identify sound getting faster and slower, with different variations in speed. • Texture: Identify the difference between solo, unison, harmony and layers. • Timbre: Distinguish between different ways of playing percussion instruments. • Structure: Develop understanding of a range of repetition and contrast structures, including ostinato. 	<ul style="list-style-type: none"> • Begin to describe music using words such as pitch, duration, dynamics, beat, tempo, timbre, texture and silence. • Recall and clap a rhythm with increasing accuracy and length. • Listen to several layers of sound and begin to talk about the effect on the mood and feelings. • Describe the sound of music from different places using the language of the elements of music. • Know that music can be played or listened to for a variety of purposes, including throughout history and in different cultures.

Music Progression Map – Listening and Describing

	Elements of Music	Applying Understanding
5	<p>Pitch: Recognise and identify some scale patterns, for example: major, minor and pentatonic.</p> <p>Duration: Understand how different rhythmic patterns affect the feel of the music.</p> <p>Dynamics: Understand how a range of dynamics can be manipulated for effect.</p> <p>Tempo: Understand how a range of tempo can be manipulated for effect.</p> <p>Texture: Understand types of harmony, for example: chords as accompaniment or counter melody</p> <p>Timbre: Understand that careful choice and playing of different instruments is used to create required mood.</p> <p>Structure: Further develop the understanding of musical structure.</p>	<ul style="list-style-type: none"> • Describe music with increasing detail using musical words e.g. pitch, duration, dynamics, beat, tempo, timbre, texture and silence • Recall and clap a rhythm with increasing accuracy and length, using a greater variety of note value • Listen to several layers of sound and talk about the effect on the mood and feelings. • Identify how elements and resources have combined to communicate moods, changes of mood and ideas, and a variety of musical styles.
6	<p>Pitch: Recognise and identify some scale patterns, for example: major, minor and pentatonic.</p> <p>Duration: Understand how different rhythmic patterns affect the feel of the music.</p> <p>Dynamics: Understand how the full range of dynamics can be manipulated for expressive effect.</p> <p>Tempo: Understand how the full range of tempo can be manipulated for expressive effect.</p> <p>Texture: Distinguish between different textures, and how they can be used for expressive effect. I understand different chord structures.</p> <p>Timbre: Understand that careful choice and playing of different instruments is used to create required mood.</p> <p>Structure: Further develop the understanding of musical structure.</p>	<ul style="list-style-type: none"> • Describe music with increasing detail using musical words e.g. pitch, duration, dynamics, tempo, timbre, texture and silence • Recall and clap a rhythm with increasing accuracy and length, using a greater variety of note value • Listen to several layers of sound and talk about the effect on the mood and feelings with increasing insight and detail. • Identify composer's intent in music heard and performed. • Identify how music is produced in different ways, including the use of ICT.

Music Progression Map – Performance

	Singing	Use of Instruments	Performing
R	<ul style="list-style-type: none"> Join in singing songs in my class. Know when to start and finish a song. Sing familiar nursery and action songs from memory. 	<ul style="list-style-type: none"> Make different sounds using an instruments. Explore different ways to play an instrument. 	<ul style="list-style-type: none"> Add actions to songs to evoke meaning.
1	<ul style="list-style-type: none"> Take part in singing on my own or in a group. Know when to start and finish a song. Make long and short sounds using my voice. 	<ul style="list-style-type: none"> Know when and how to start and stop playing an instrument. Make long and short sounds using an instrument 	<ul style="list-style-type: none"> Take account of musical instructions when rehearsing and performing Rehearse and perform individually, in pairs and as a class
2	<ul style="list-style-type: none"> Take part in singing, following the tune well. Make and control long and short sounds using my voice and body percussion. Sing songs with simple patterns as accompaniments 	<ul style="list-style-type: none"> Perform with others taking instruction from the leader. Make and control long and short sounds using instruments. 	<ul style="list-style-type: none"> Follow hand and eye signals to direct and lead Improve my own work Rehearse and perform individually, in pairs, small groups and as a class

Music Progression Map – Performance

Singing	Use of Instruments	Performing
<p>3</p> <ul style="list-style-type: none"> • Sing songs from memory with mostly accurate pitch. • Understand the importance of pronouncing the words in a song well. • Sing rounds and partner songs, maintaining accuracy of pitch. 	<ul style="list-style-type: none"> • Play instruments with some control. • Create body sounds. • Beginning to control playing techniques using my dominant hand on a limited range of appropriate percussion, using identified words in songs or poems as aural signals • Maintain a steady beat using body percussion or by copying simple word rhythm patterns 	<ul style="list-style-type: none"> • Know that the sense of occasion affects the performance. • Take account of musical instructions when rehearsing and performing. • Rehearse and perform individually, in pairs and as a class.
<p>4</p> <ul style="list-style-type: none"> • Sing songs from memory with increasing accuracy of pitch. • Understand the importance of pronouncing the words in a song well. • Sing rounds and partner songs, maintaining accuracy of pitch and showing awareness of different vocal lines. 	<ul style="list-style-type: none"> • Play instruments with increasing control. • Demonstrate an accuracy and control of technique on an appropriate range of tuned and untuned percussion. • Perform simple patterns and accompaniments keeping to a steady pulse, including ostinato. 	<ul style="list-style-type: none"> • Use and follow hand and eye signals to direct and lead • Make improvements to work, whether individual, in pairs, in groups or as a whole class, commenting on the intended effect

Music Progression Map – Performance

	Singing	Use of Instruments	Performing
5	<ul style="list-style-type: none"> Hold my part in a round. Perform with control and dynamics and a sense of audience. Show an awareness of expression and interpretation through the control of musical elements and phrasing when singing. Sing with confidence in two parts. 	<ul style="list-style-type: none"> Create a range of sounds on different instruments with accuracy. Continue to develop use of own instruments and technique. Control more complex rhythmic patterns and sequences. 	<ul style="list-style-type: none"> Develop an ability to rehearse and present performances in independent groups, showing awareness of their own part in relation to others.
6	<ul style="list-style-type: none"> Improve accuracy of singing in pitch and rhythm. Show an increased awareness of expression and interpretation through the control of musical elements and phrasing when singing. Sing with confidence in two parts. 	<ul style="list-style-type: none"> Use a wide range of instruments with confidence demonstrating knowledge of correct technique. Control irregular rhythmic groupings. Maintain ostinati patterns and sequences. 	<ul style="list-style-type: none"> Rehearse and present performances in independent groups, commenting on how intentions have been achieved. Maintain my own part with an awareness of how different parts fit together.

Music Progression Map – Composition

	Exploration	Composition	Recording
R	<ul style="list-style-type: none"> • Add simple accompaniment to a song using non-tuned instruments. • Explore patterns in music and create own using a non-tuned instrument. 		
1	<ul style="list-style-type: none"> • Make some sounds that are different- high/low, loud/quiet, slow/fast. • Explore and enjoy how sounds can be made and changed. 	<ul style="list-style-type: none"> • Make a sequence of sounds with help. • Can choose instruments to create a range of sounds. 	<ul style="list-style-type: none"> • Respond to changes in mood and character within pieces of music though movement, dance and art work. • Discuss sounds I have made and heard using descriptive words. • Improve my own work.
2	<ul style="list-style-type: none"> • Make more sounds that are different- high/low, loud/quiet, slow/fast. • Explore how sounds can be made, changed and used to create musical patterns. 	<ul style="list-style-type: none"> • Create short rhythmic phrases. • Structure sounds in an order appropriate to a specific purpose. • Compose accompaniments to songs using carefully chosen instruments. 	<ul style="list-style-type: none"> • Respond to changes in mood and character within pieces of music though movement, dance and artwork. • Build an appropriate musical vocabulary and use when talking about music. • Improve my own work

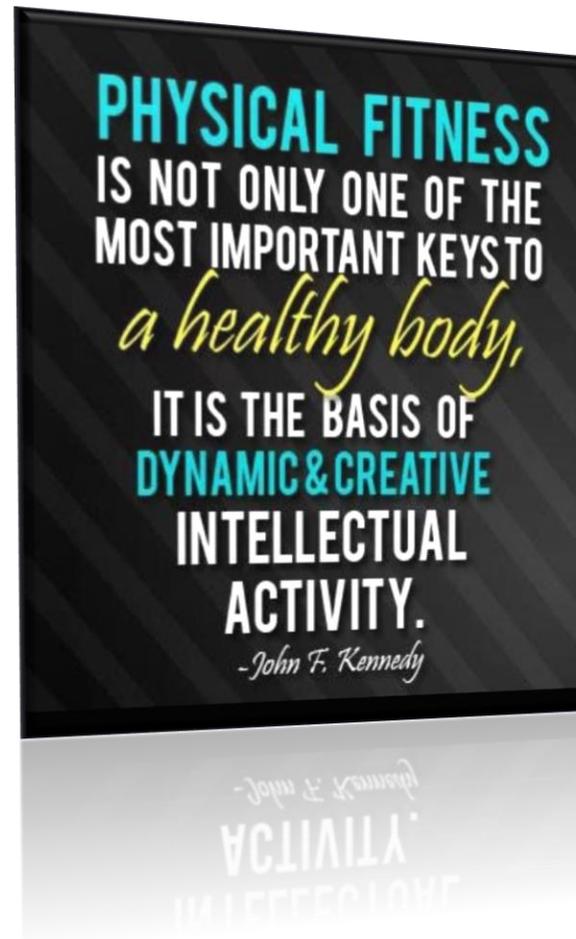
Music Progression Map – Composition

	Exploration	Composition	Recognising and Recording
3	<ul style="list-style-type: none"> • Use sound to create abstract effects. • Begin to identify strengths and weaknesses in my music. 	<ul style="list-style-type: none"> • Compose and perform simple rhythms. • Use melodies and accompaniments including drones, ostinato and layers. • Experiment with capturing, repeating and re-ordering sound patterns and sections of music. 	<ul style="list-style-type: none"> • Recognise simple rhythm notation. • Recognise a graphic score. • Know how many beats in a minim, crotchet, rest and semibreve. • Recognise their symbols.
4	<ul style="list-style-type: none"> • Begin to use the idea of texture to create ‘mood’. • Improvise repeated rhythmic patterns, building a repertoire of patterns and sequences. • Explore the way sounds can be combined and used expressively. 	<ul style="list-style-type: none"> • Compose rhythms and melodies and repeat them with increasing accuracy. • Combine layers of sound with awareness of the combined effect. • Identify strengths and weaknesses in my music. 	<ul style="list-style-type: none"> • Recognise rhythm notation. • Use a graphic score. • Read the musical stave and can work out the notes: EGBDF and FACE. • Know how many beats in a minim, crotchet, rest and semibreve. • Recognise their symbols. • Draw a treble clef at the correct position on the stave.

Music Progression Map – Composition

Exploration	Composition	Recognising and Recording
<p>5</p> <ul style="list-style-type: none"> • Begin to improvise in a variety of styles. • Improvise melodic and rhythmic phrases as part of a group performance. 	<ul style="list-style-type: none"> • Carefully choose, order, combine and control sounds with awareness of their combined effect. • Compose more complex rhythms . • use texture to create musical ‘moods’. • identify strengths and weaknesses in my music. 	<ul style="list-style-type: none"> • Know how many beats in a minim, crotchet and semibreve • Recognise their symbols. • Draw a treble clef at the correct position on the stave. • Use a graphic score to support/recall a performance.
<p>6</p> <ul style="list-style-type: none"> • Improvise in a variety of styles. • Vary and refine ideas. 	<ul style="list-style-type: none"> • Carefully choose, order, combine and control sounds with increasing awareness of their combined effect. • Compose more complex rhythms with different layers. • improve in my music. 	<ul style="list-style-type: none"> • Use a graphic score to support/recall a performance.

Physical Education



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- Breadth p354
- Key Concepts p356
- Progression Maps p357

Physical Education

Intent and Purpose

Why do we teach PE?

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.

What is the aim of our curriculum for PE?

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.

Physical Education

Intent and Purpose

What do we teach in our PE curriculum?

EYFS

Pupils should be taught to:

- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

KS1

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

KS2

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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 flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
 - perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- take part and broaden their knowledge of less popular sports through sports workshops (for example, lacrosse, orienteering, martial arts, tri golf, boccia and new age kurling, trampolining, katakanuing, handball)
- take part in Sports Leader workshops to develop skills required to achieve the Sports Leader Award (to be practised, for example, as Playground friends, Sports Day Captains)
 - **In particular, KS2 pupils should be taught to:**
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
 - perform safe self-rescue in different water-based situations.

Physical Education Intent and Purpose

How does our PE curriculum link to our key curriculum competencies?

Character

PE requires perseverance to practise new and develop known skills and techniques.

It builds resilience and helps to develop a growth mindset.

Pupils are able to develop their own individual skills and those required as part of a team.

Communication skills and an understanding of fairness and respect of others

A knowledge of a healthy lifestyle and fitness.

Cultural

A varied dance curriculum allows pupils to gain an understanding of cultures other than their own.

Through learning and respecting rules in varying circumstances.

Mutual respect of the differences between theirs and others abilities and the celebration of all.

Core

Maths - Data handling from the use of recorded PE results.

Literacy –through written work after a visit/trip (for example Madejs ki Stadium/ Osmington.) Reports written to read in celebration assemblies.

Curriculum

Topic - Dance to be linked to topic areas.

Computing- use of PC to write reports for assemblies, yearbooks.

Use of Ipad/ Lenovo to record times/videos of PE

Use of ipad/ Lenovo to record techniques to assess, review and then evaluate techniques/ routines.

Geography- through the development of map work during orienteering workshops.

Physical Education Implementation and Pedagogy

How is PE taught at Nine Mile Ride?

- The class teacher will mainly focus on curriculum PE areas; Gym, Dance, Striking and fielding, Invasion and Net and Wall Games.
- The sports workshops will be divided into two areas.
 - 1) In order to offer a greater range of activities and skills and open up different opportunities for the pupils, the workshops will include less main stream sports, for example, golf, lacrosse, katakanuing, orienteering, handball and the Sports Leader Award.
 - 2) To continue to build upon class teaching and develop PE skills and knowledge in curriculum PE areas and include the expertise of teaching for subjects such as swimming and athletics.
- In class PE the Val Sabin schemes of work will be used as a basis for Gym, Dance, Striking and fielding, Invasion and Net and Wall Games. From these the long and medium term overviews ensure a balance of units for all areas of PE in all year groups and demonstrate progression across the whole school. In lessons they can be used as a basic weekly lesson plan and be adapted to meet the needs of the pupils as appropriate. There is flexibility within the units to allow for cross curricular teaching where appropriate, for example relating dance to class topic work.
- Across the school, sports initiatives are used to keep pupils active, Run the World, Go Noodle, lunchtime play. Additional sports events are planned for example School Games Day, Golf Day, Sport Relief and national initiatives supported, Walk to School week, Bikeability.
- Pupils will develop their individual and team skills and work in differing groups to enable skill and knowledge sharing, co-operation and social interaction on different levels. They are given the opportunity to become Sports leaders and develop this role within the school environment.
- Within other curriculum lessons there is an aim for greater physical activity.



Physical Education Implementation and Pedagogy

How is PE taught at Nine Mile Ride?

Class PE

- Each lesson will consist of:
 - a) warm up, appropriate to the skills within the unit
 - b) main body of the lesson to develop skills and then to incorporate them into games/activities (small sided if appropriate)
 - c) cool down/plenary- review of skills developed, things that went well, things to improve
- There should be an emphasis on pupils being active for the majority of the session.
- Key objectives are set out at the start of the unit and each lesson will build from the last. KS1 focuses on core skills and KS2 will build and develop on these.
- To differentiate, as each skill or activity is being practised the teacher will set further challenges to those more able and reinforce or make simpler as necessary for those less confident.
- These will include acquiring, developing, selecting and applying skills, knowledge and understanding and elements of fitness and health.

Physical Education Implementation and Pedagogy

How is PE taught at Nine Mile Ride?

Workshops

- Sports Workshops (KS2) will introduce a new skill set to many of the pupils via less popular sports.
- To familiarise with the sport the introduction to any session will often include a video showing the nature of the learning and what the outcome of a proficient player within that sport would look like.
- For Lower KS2, the focus may be on the entry level to the activity and will be built upon in Upper KS2. These will include developing skills, K & U and elements of fitness and health.
- Workshops will include visits to community facilities and clubs to enhance learning by using specialist equipment and resources.
- Where necessary or appropriate a specialist coach may be used to teach, for example Martial Arts.
- Workshops will continue to develop skills that are taught in class PE.
- Lesson plans are developed from a variety of sources. These may be from sports specific governing body documents, school games plans, Val Sabin, specialist coaches, community coaches from sports clubs.
- Club links will aid the teaching of class PE and workshops and develop pathways via after school or community clubs.
- KS1 will have selected one-off workshops throughout the school year to introduce them to a greater range of activities, some related to school sports clubs.

Physical Education Implementation and Pedagogy

Why is PE taught in this way?

- PE CPD evidences physical development aiding the whole person within the context of learning. Government focuses highlight the importance of physical fitness and reducing obesity through initiatives such as Change for Life , the Sports Funding and the ‘Sugar tax.’
- It is imperative that the class teacher maintains teaching PE, as well as the sports specialist. The aim is to ensure that they are not ‘deskilled’ or lose confidence.
- The use of outside coaches to provide CPD to a class teacher during the lesson builds upon the knowledge and confidence of the whole school.
- Courses and on line learning have developed the structure of lessons and competition.
- The increase of opportunity through workshops enables all pupils to access a wider range of sports and thereby encourage more to take up a more physically active lifestyle.
- Observations have been carried out during lessons and pupil surveys completed to understand the development of their needs.
- Reviews have been completed into various aspects of a lesson and its quality, for example, the amount of active time across the whole lesson.

Physical Education Implementation and Pedagogy

What is our intended impact?

- Pupils will be motivated to participate in a variety of sports and understand the importance of developing a physically active and healthy lifestyle.
- They will be able to talk about PE and the various sports that they have experienced with enthusiasm and knowledge. By encouraging and developing a growth mindset, they will understand how they can build resilience, improve on what they have achieved and what the next step may look like and celebrate their successes.
- Assessment will be via observation against a set of objectives and through Fundamentals challenges, recording and peer/self – assessment.
- PE will offer a range of skill sets, experiences and activities that aim to give an opportunity for all and interests that can be taken forward into leisure/school/community clubs.
- Pupils are keen to attend competitions/events in the various sports at an appropriate level.
- Pupils will have the knowledge and skills to work collaboratively and independently, be involved and take responsibility for decision making, planning and problem solving and build resilience to outcomes and situations in both sport and life decisions.
- By investing in all children, looking for opportunities, and being fully inclusive despite any needs or challenges, each will fulfil their potential.

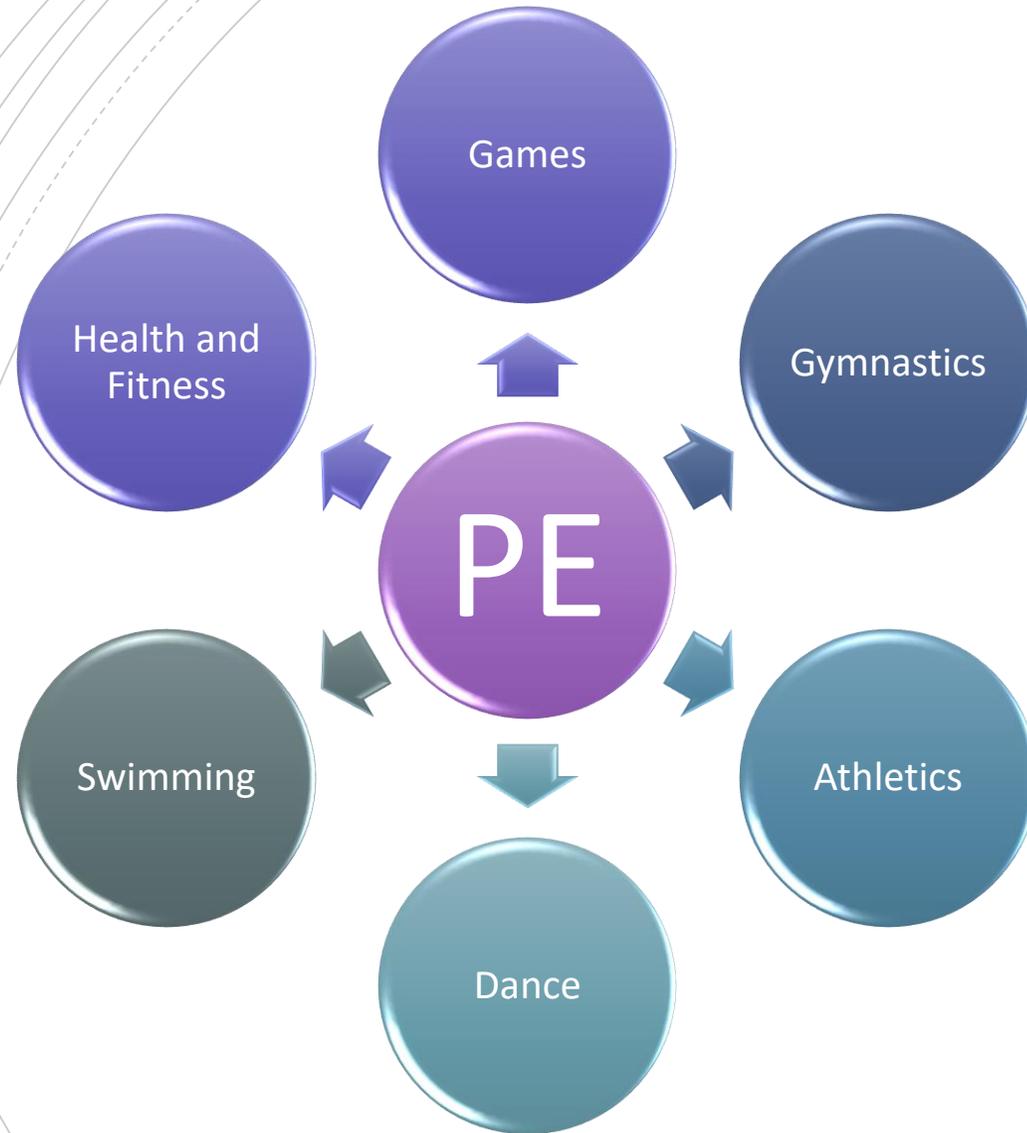
Physical Education

Breadth

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	Large ball skills Moving independently and within partners. Playing games with others.	Large ball skills Throwing, catching and aiming Bat and ball skills and games Developing partner work Rounders	Throwing and catching Making up games with partners Tennis Dribbling, kicking and hitting Cricket Rounders	Netball Football Tennis Rounders Cricket	Tag Rugby Hockey Tennis Rounders Cricket	Netball Football Tennis Cricket	Tag Rugby Hockey Rounders Cricket
Dance	Respond to a range of music and stimulus by dancing.	Topic related: flight, bouncing; jumping; landing; rocking; rolling; creating shapes	Topic related:	Topic related: fireworks	Topic related: Roman dancing; The Eagle and the Fish; Tudor dancing	Topic related: space; flight; WW2	Topic related: street urchins; country dancing
Gymnastics	Moving themselves and exploring a range of body shapes and movements.	Team gym Wide, narrow and curled Flight-bouncing Jumping and landing Rocking and rolling	Team gym Pathways Spinning, twisting and turning	Stretching, curling and arching Pathways Symmetry and asymmetry.	Balance Receiving body weight Balance leading into change	Spinning and turning Flight	Matching and mirroring Bridges.
Swimming						Safe self-rescue 25m distance stroke development.	

Physical Education Breadth

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	Running Jumping Throwing	Running Jumping Throwing	Running Jumping Throwing	Sprinting Long distance Throwing Jumping	Circuit Sprinting Long distance Throwing Jumping	Circuit Sprinting Long distance Throwing Jumping	Circuit Sprinting Long distance Throwing Jumping
Workshops		Judo Boccia New Age Kurling	Judo Boccia New Age Kurling	Orienteering Cricket Tri Golf Gym Indoor Athletics Boccia New Age Kurling Football Netball Tag Rugby Basketball Handball Seated Volleyball	Orienteering Cricket Tri Golf Gym Indoor Athletics Boccia New Age Kurling Football Netball Tag Rugby Basketball Handball Seated Volleyball	Orienteering Cricket Tri Golf Indoor Athletics Boccia New Age Kurling Paddle Making Katakanuing Football Netball Tag Rugby Basketball Boxfit Handball Sports Leader	Orienteering Lacrosse Tennis Cricket Tri Golf Gym Indoor Athletics Boccia New Age Kurling Katakanuing Football Netball Yoga Football Netball Tag Rugby Boxfit Handball Sports Psychology



Physical Education Key Concepts

Physical Education Progression Map - Games

	Throwing and Catching and Understanding Space	Working with Others	Bat and Ball Skills	Throwing Skills
R	<ul style="list-style-type: none"> • Begin to throw and catch large balls. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Negotiate space and obstacles safely, with consideration for themselves and others. 	<ul style="list-style-type: none"> • Take account of one another's ideas about how to organize their activity. • Work and play cooperatively and take turns with others. • Understand and follow rules and choose the resources they need • Show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> • Investigate bat and ball skills. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> • Start to use a range of throwing skills.
1	<ul style="list-style-type: none"> • Pass and receive a ball to a partner with hands and feet. • Begin to move into a space to catch a ball. • Begin to understand where to stand to make a game more difficult for an opponent. 	<ul style="list-style-type: none"> • Develop some simple tactics for the relevant game. • Begin to work co-operatively as a pair. • Follow simple rules of a game. 	<ul style="list-style-type: none"> • Balance and control a ball on a bat and on floor and move into line to receive. • Begin to hit a ball in varying directions along and with a partner. • Hit a ball with a bat from a static base. 	<ul style="list-style-type: none"> • Understand the difference and use the underarm and overarm throw.
2	<ul style="list-style-type: none"> • Throw and bounce pass and pass with the feet accurately. • Move into a space to catch a ball. • Develop ideas of where to stand to make a game more difficult for an opponent. 	<ul style="list-style-type: none"> • Develop some group tactics for the relevant game. • Being to work co-operatively in a team. • Change the rules of a simple game to make is simpler / more challenging. 	<ul style="list-style-type: none"> • Begin to hit a ball towards a target. • Develop hitting a ball in varying directions alone and with a partner. • Hit a ball with a bat from a static base in different directions. 	<ul style="list-style-type: none"> • Use the underarm and overarm throw in a game.

Physical Education Progression Map – Games

Throwing and Catching and Understanding Space	Working with Others	Bat and Ball Skills	Throwing Skills
<p>3</p> <ul style="list-style-type: none"> Show control in a range of different throws / passes. Find space and keep possession of a ball within a team game. Develop ideas for attack and defence. 	<ul style="list-style-type: none"> Select and apply simple tactics individually. Work co-operatively in small groups. Follow rules of a game. 	<ul style="list-style-type: none"> Strike a ball with relative accuracy. Aim a ball to make it more difficult for an opponent. Hit a ball with a range of different bats / racquets. 	<ul style="list-style-type: none"> Develop feeding / bowling skills.
<p>4</p> <ul style="list-style-type: none"> Pass a ball accurately with hands or feet when moving around in a game. Pass and move to retain possession and progress down the pitch. Begin to develop marking and interception. 	<ul style="list-style-type: none"> Understand, use and adapt simple tactics individually and in a group. Work co-operatively in a competitive game. Invent rules for a game to make it easier or more complex. 	<ul style="list-style-type: none"> Hit to develop accurately over a net or at a target. Move to hit a ball. Strike with control from as static base or from bowled ball aiming into spaces. 	<ul style="list-style-type: none"> Begin to field / bowl with control, making accurate throws.
<p>5</p> <ul style="list-style-type: none"> Reinforce and develop passes and movements. Dodge / move, receive, pivot and pass. Mark a player or space to intercept and pass. 	<ul style="list-style-type: none"> Begin to organize a team to enhance performance. Work with others to organise and manage games. Use a more complex rules in a game. 	<ul style="list-style-type: none"> Try to hit into a space on opponents court to score a point. Understand how to position their body to receive a ball. Strike using a bat to a target area. 	<ul style="list-style-type: none"> Further develop and extend catching (high, low, bounce, to one side, directly) and fielding (towards, chase, support another fielder) skills.
<p>6</p> <ul style="list-style-type: none"> Select the most appropriate person to pass to within a game and the most appropriate pass for accuracy. Work with a team or alone to gain possession. Use a range of attacking and defending skills within team games. 	<ul style="list-style-type: none"> Identify how a team's tactics can improve their performance to increase scores. Work with others to organize and manage games for younger pupils. Describe and use rules appropriately within different games. 	<ul style="list-style-type: none"> Develop a small sided scoring game. Move to hit and return a ball accurately. Use a range of shots or strokes appropriate to the game. 	<ul style="list-style-type: none"> Bowl in a competitive situation. Field and return the ball accurately.

Physical Education Progression Map – Gymnastics

	Movements and transitions	Shapes and Balances	Rolls	Team Gym	Using Equipment
R	<ul style="list-style-type: none"> Show control and co-ordination in large and small movements. Being to travel in different ways. 	<ul style="list-style-type: none"> Demonstrate strength, balance and coordination 			<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
1	<ul style="list-style-type: none"> Investigate combinations of 1/2 foot take off / landings / jumps and safe landing technique. Copy 2 or 3 simple linked turns, balances or jumps on the floor. Travel in different directions in different ways. 	<ul style="list-style-type: none"> Investigate straight, star, pike, straddle and tuck shapes. Show wide and narrow shapes and balances. 	<ul style="list-style-type: none"> Begin directed log roll on wedge and supported forward roll. 	<ul style="list-style-type: none"> Start to use team gym format to compete from bench/springboard using straight/star dismount. 	<ul style="list-style-type: none"> Being to use ladders to climb up/down on equipment. Start to move across units using differing heights. Understand safety of use and dismount.
2	<ul style="list-style-type: none"> Develop ¼, ½ and ¾ turns on the floor. Copy and repeat 2 or 3 simple turns, balances, jumps on the floor. Travel in different directions in different ways creating curved and straight line patterns. 	<ul style="list-style-type: none"> Develop straight, star, pike and straddle shapes, improving body tension on floor and equipment. Link wide and narrow shapes and balances. 	<ul style="list-style-type: none"> Develop independent log roll and (supported) forward roll. Investigate technique for teddy bear roll. 	<ul style="list-style-type: none"> Developing team gym format, compete from bench / springboard / box using correct run up, straight / star dismount and line up. 	<ul style="list-style-type: none"> Use ladders confidently and safely to climb up/down on equipment. Move across units confidently using differing heights.

Physical Education Progression Map – Gymnastics

	Movements and transitions	Shapes and Balances	Rolls	Team Gym	Using Equipment
3	<ul style="list-style-type: none"> Develop $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and full turn on floor and $\frac{1}{4}$ and $\frac{1}{2}$ turn on equipment. With guidance, link 3 or 4 moves in a floor routine including a balance, jump and turn. Travel in different ways creating curved and straight line patterns using high and low positions. 	<ul style="list-style-type: none"> Use tuck shape on floor and equipment. Explore body shapes in balances improving body tension. Balance at different levels using sequences. 	<ul style="list-style-type: none"> Develop forward and teddy bear roll. Develop independent log roll with tension. 	<ul style="list-style-type: none"> Using team gym format perform competition using bench/springboard/box improving body tension and timing in correct run up, straight/star dismount and line up. 	<ul style="list-style-type: none"> Investigate shapes to movement across and around the units safely changing from 4 to 2 or 3 points of contact.
4	<ul style="list-style-type: none"> Use symmetrical and asymmetrical shapes to spin and turn. Independently link 3 or 4 moves in a floor routine including a balance, jump and turn. Develop working with a partner to travel in different ways creating curved and straight line patterns, high/low positions and stretched and curled shapes. 	<ul style="list-style-type: none"> Jump, travel and hold positions using a variety of shapes. Move into balance and out using different directions and levels. 	<ul style="list-style-type: none"> Begin to understand how to link teddy bear rolls to move through 360°. Develop log roll with body tension and direction. Develop unsupported forward roll. 	<ul style="list-style-type: none"> In team gym competition use identically identifiable shaped jumps in each routine (springboard, box). 	<ul style="list-style-type: none"> Start to use 2/3 points of contact to explore shapes within and from the bars.

Physical Education Progression Map – Gymnastics

	Movements and transitions	Shapes and Balances	Rolls	Team Gym	Using Equipment
5	<ul style="list-style-type: none"> • Include more complex spins and rotations in routines, showing variations in speed, shape and direction. • Develop a sequence showing two jumps, a roll, travelling and a balance. • Develop jumping in different directions using linking movements to continue travelling or return to a start point. 	<ul style="list-style-type: none"> • Practice straight, star, pike, straddle and tuck shapes improving body tension on floor and equipment using three contact points. • Use feet apart and feet together and wide and narrow shapes to develop flight from feet-hands- feet. 	<ul style="list-style-type: none"> • Link 2 teddy bear rolls to move through 360°. • Continue to develop forward roll with thought to standing at end without hands. 	<ul style="list-style-type: none"> • Improve speed of run up and timing to compete in team gym format routines (box, springboard). 	<ul style="list-style-type: none"> • Climb on wall bars, moving around units at varying heights investigating shapes and balances using various numbers of points of contact.
6	<ul style="list-style-type: none"> • Adapt and transfer rotational skills and sequences onto the equipment used. • Develop own team routine and repeat as a team using travel, turns, balances, jumps and rolls on the floor. • Plan a sequence with a partner and perform it side by side and one behind the other in sync. 	<ul style="list-style-type: none"> • Practise straight, star, pike, straddle and tuck shapes, improving body tension on floor and equipment using two contact points. • Move into and out of bridges and balances with control, using jumps or travelling movement in different directions. 	<ul style="list-style-type: none"> • Link 2 or more teddy bear rolls fluidly. • Practise unsupported forward roll to standing without using hands and presenting. 	<ul style="list-style-type: none"> • Design and perform own team gym floor routine using balances, turns , jumps (roll) with identically identifiable shapes. • Compete 2 routines from spring board in team gym format routines. 	<ul style="list-style-type: none"> • Climb confidently on wall bars, moving around units at varying heights investigating shapes and balances with increased body tension using various numbers of points of contact.

Physical Education Progression Map – Athletics

	Running	Jumping	Throwing
R	<ul style="list-style-type: none"> • Begin to run races over a short distance. • Use small equipment to investigate different forms of running. 		<ul style="list-style-type: none"> • Develop and refine a range of ball skills including: throwing, and aiming.
1	<ul style="list-style-type: none"> • Begin to run at speed over a short distance. • Begin to run over longer distances. • Begin to understand how to run a relay race. • Begin to run over hurdles. 	<ul style="list-style-type: none"> • Understand 1 to 2 footed take off. • Understand technique required for scissors jump on ground. 	<ul style="list-style-type: none"> • Begin to throw using under and over arm throws.
2	<ul style="list-style-type: none"> • Maintain speed over a short distance. • Develop running over a longer distance. • Begin to understand how to run a relay race using a baton. • Develop running over hurdles. 	<ul style="list-style-type: none"> • Develop 1 to 2 footed jump from a short run up. • Understand technique required for scissors jump on to mats with no bar. 	<ul style="list-style-type: none"> • Being to use the correct stance for throwing a range of equipment.
3	<ul style="list-style-type: none"> • Begin to understand techniques for efficient sprinting. • Begin to understand the need for pacing for different distances. • Begin to use techniques for relay racing. • Understand the footwork pattern used to hurdle. 	<ul style="list-style-type: none"> • Begin to use 1 to 2 footed technique for a running jump using take off board. • Begin to use scissors technique on high jump equipment. 	<ul style="list-style-type: none"> • Begin to understand the range of throwing actions required for a variety of equipment.
4	<ul style="list-style-type: none"> • Develop efficient sprinting techniques. • Develop pacing for different distances. • Develop techniques for relay racing. • Develop the footwork pattern for efficient hurdling. 	<ul style="list-style-type: none"> • Develop 1 to 2 footed technique for a running jump with use of take-off board. • Develop scissors technique and demonstrate a safe landing. 	<ul style="list-style-type: none"> • Develop throwing action required for a variety of equipment.

Physical Education Progression Map – Athletics

	Running	Jumping	Throwing
5	<ul style="list-style-type: none"> Record and analyse own springing techniques and discuss how it can be improved. Maintain a pace for either a short or long distance running. Understand body positioning and baton changing for efficient relay racing. In conjunction with the correct pacing, develop the speed of running required for hurdles. 	<ul style="list-style-type: none"> Understand how to use speed and technique to maximize distance. Understand how pacing can affect jump. 	<ul style="list-style-type: none"> Develop accuracy of direction with a range of throwing equipment.
6	<ul style="list-style-type: none"> Improve sprinting techniques by using the techniques learned from analysis of recordings. Select the appropriate pacing to improve performance over a distance. Develop body positioning and baton changing for maximum speed whilst relay racing. Design hurdles courses according to groups requirements to achieve the correct pacing and speed. 	<ul style="list-style-type: none"> Develop speed and technique to improve distance. Develop scissors technique and pacing for a running high jump. 	<ul style="list-style-type: none"> Improve correct stance, accuracy of direction and transference of weight from back to front foot to maximize throw.

Physical Education Progression Map – Dance

	Movements and Choreography	Performance and Impact	Describing Dance
R	<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Represent ideas, thought and feelings through dance. Explore and engage in dance, performing solo or in groups. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.
1	<ul style="list-style-type: none"> Use a variety of basic actions, travelling, jumping, turning, gestures and shapes. Select movements from those they practise to create a short sequence. 	<ul style="list-style-type: none"> Copy simple rhythms and patterns. Create movements appropriate to a stimulus or music. 	<ul style="list-style-type: none"> Observe and describe each other and themselves.
2	<ul style="list-style-type: none"> Begin to use control and co-ordination when practicing the basic actions. Vary actions and movements and use imaginative ideas to create a short dance/routine. 	<ul style="list-style-type: none"> Copy simple rhythms and patterns with a partner or individually. Communicate mood and feelings within a dance / routine. 	<ul style="list-style-type: none"> Observe and describe each other and themselves using some appropriate dance vocabulary.
3	<ul style="list-style-type: none"> Perform basic actions clearly and fluently. Use contrasts in shape, speed and size within a sequence. Respond to different stimulus within a setting (e.g. story, theme or culture) 	<ul style="list-style-type: none"> Use simple rhythms/patterns to structure and perform dance phrases on their own and with a partner. 	<ul style="list-style-type: none"> Demonstrate an understanding of descriptive words when talking about dance.
4	<ul style="list-style-type: none"> Link basic actions with greater control, clearly and fluently. Combine imaginative ideas and speed, size and shape in a dance. 	<ul style="list-style-type: none"> Perform in different group formations. Begin to 'tell a story' clearly. 	<ul style="list-style-type: none"> Describe how emotions can be demonstrated in a dance.
5	<ul style="list-style-type: none"> Display how to link movements together in a logical sequence. Refine, remember and repeat dance phrases. 	<ul style="list-style-type: none"> Work with a partner to structure a routine using unison and mirroring. Perform dances expressively. 	<ul style="list-style-type: none"> Interpret and comment on other's work.
6	<ul style="list-style-type: none"> Organise small groups to develop the idea of a dance. Demonstrate the ability to transfer ideas into movement. 	<ul style="list-style-type: none"> Perform with clear meaning with increased control, fluency and accuracy. Understand the value that dance makes to different cultures. 	<ul style="list-style-type: none"> Discuss the structure of their own and others' dances.

Physical Education Progression Map – Swimming

5

- Use recognised arm and leg actions, lying on their front and back.
- Swim unaided for a sustained period time over a distance of at least 25m.
- Use a range of recognised strokes and personal survival skills (for example, front crawl, backstroke, sculling, floating and surface diving).
- Pace themselves in swimming challenges related to speed, distance and personal survival.
- Perform a safe self-rescue.

Physical Education Progression Map – Health and Fitness

	Getting Reading to Exercise	Health and Fitness	Impact of Exercise on the Body
R	<ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing. Warm up and prepare for physical activity. 	<ul style="list-style-type: none"> Know the importance of physical exercise and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing
1	<ul style="list-style-type: none"> Warm up and prepare for physical activity. 	<ul style="list-style-type: none"> Understand why physical exercise is good for me. 	<ul style="list-style-type: none"> Recognise how the body feels when exercising.
2	<ul style="list-style-type: none"> Know how to warm up safely looking for space and others. 	<ul style="list-style-type: none"> Explain why physical exercise is good for me. 	<ul style="list-style-type: none"> Recognise how my heart beat and temperature change during exercise.
3	<ul style="list-style-type: none"> Give reasons why warming up is important. 	<ul style="list-style-type: none"> Describe why regular physical exercise improves health and fitness. 	<ul style="list-style-type: none"> Recognise how my breathing, heart beat and temperature change during exercise.
4	<ul style="list-style-type: none"> Identify activities that could be used in a warm up. 	<ul style="list-style-type: none"> Describe why regular physical exercise improves health and fitness. 	<ul style="list-style-type: none"> Recognise how my breathing, heart beat and temperature change during exercise.
5	<ul style="list-style-type: none"> Begin to plan and lead a warm-up. 	<ul style="list-style-type: none"> Know what types of fitness are important for different sports (stamina, strength, speed). 	<ul style="list-style-type: none"> Describe the way the body reacts during exercise.
6	<ul style="list-style-type: none"> Lead a class/group warm up using movement and stretches. Describe why warming up is important for the body. 	<ul style="list-style-type: none"> Know what types of fitness are important for different sports (stamina, strength, speed). 	<ul style="list-style-type: none"> Describe the way the body reacts during exercise.

Character Faculty

Giving children the skills to become happy, healthy and successful people is more than teaching them knowledge. The subjects in this faculty develop children's character, spirituality and wellbeing, which are all vital parts of them becoming well-rounded and responsible members of our community.

PSHE

Character
Education

SMSC

Education is the most powerful
weapon which you can use to
change the world.

— Nelson Mandela —

PSHE

- Intent and Purpose p370
- Implementation and Pedagogy p373
- Breadth p375
- Key Concepts p378
- Progression Maps p379

PSHE Intent and Purpose

Why do we teach PSHE?

Character Education is about development of our children's awareness of themselves as individuals, their role in society as well as their awareness of their own and other physical and emotional wellbeing.

This is primarily taught as part of their personal, social, health and economic lesson, which we feel that this is a vital part of all pupils' education. PSHE is taught to ensure children are well-rounded individual when they leave NMR.

What is the aim of our curriculum for PSHE?

Our Character Education curriculum aims to help pupils understand how to play a positive and successful role within our society, both as a child and as an adult within the future.

We provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within this. We aim to provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

PSHE Intent and Purpose

What do we teach in our PSHE curriculum?

Whole School

The Jigsaw PSHE programme has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

Sex Education will be taught in the summer term each year as per the DfE's guidance. This will be taught using the Jigsaw resources.

PSHE Intent and Purpose

How does our PSHE curriculum link to our key curriculum competencies?

Character

Children learn to become more self-aware and aware of others. They will learn how to deal with increasingly challenging changes, and discover ways in which they can deal with these independently.

They will develop strategies for communication, looking after themselves and others and how to embrace and develop opportunities and chance.

Cultural

PSHE helps children develop their understanding of other people's beliefs, ideas and culture.

Core

Children develop their speaking and listening skills through discussion and debate in PSHE. They explore a range of stories in PSHE lessons e.g. on growth mindset theme. PSHE also helps children develop their empathy skills, understand character's viewpoints and develop their creative writing.

Curriculum

PSHE can be linked to different subjects, such as RE with the understanding of other cultures and beliefs and Geography with topics such as Fair Trade and the positive and the environmental impact of tourism. SMSC and British Values are a core part of all PSHE lessons.

PSHE Implementation and Pedagogy

How is PSHE taught at Nine Mile Ride?

- The teaching of PSHE is delivered using the Jigsaw scheme of work from year groups 1-6. Each half term is different unit. (Bring me in my world, Celebrating differences, Dreams and goals, Healthy me, Relationships and Changing me) The Changing me unit delivers Sex Education appropriate for each year group.
- Throughout the school we encourage children to adopt a 'growth mindset.' This is done through school and team assemblies throughout the year with a 'growth mindset' theme. Additionally, all staff use the language of growth mindset in their everyday teaching, marking and feedback, class displays and conversations with the children.
- Children in Foundation stage follow the EYFS curriculum and work towards Early Learning Goals (Making Relationships, Self confidence and self awareness, Managing feelings and behaviour)



PSHE Implementation and Pedagogy

Why PSHE taught in this way?

- We use Jigsaw because it offers a comprehensive programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work. It gives children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Jigsaw also has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons include mindfulness allowing children to advance their emotional awareness, concentration and focus.
- The impact of growth mindset has been studied by many different researchers around the world. The overwhelming majority of these have found that having a growth mindset is associated with improved academic performance.

What is our intended impact?

- Children will develop positive and healthy relationships with their peers, both now and in the future.
- Children will have respect for themselves and others.
- Children will understand the physical aspects of sex education at an age appropriate level.
- Children will have positive body images.
- Children will demonstrate a healthy outlook towards school.

PSHE Breadth

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me in my world	<p>Feeling special and safe.</p> <p>Being part of a class.</p> <p>Rights and responsibilities.</p> <p>Rewards and feeling proud.</p> <p>Consequences.</p> <p>Owning the class charter.</p>	<p>Hopes and fears for the year.</p> <p>Rights and responsibilities.</p> <p>Rewards and consequences.</p> <p>Safe and fair learning environment.</p> <p>Valuing contributions.</p> <p>Choices.</p> <p>Recognising feelings.</p>	<p>Setting personal goals.</p> <p>Self identity and worth.</p> <p>Positivity in challenges.</p> <p>Rules, rights and responsibilities.</p> <p>Rewards and consequences.</p> <p>Responsible choices.</p> <p>Seeing things from others' perspectives.</p>	<p>Being part of a class team.</p> <p>Being a school citizen.</p> <p>Rights, responsibilities and democracy.</p> <p>Rewards and consequences.</p> <p>Group decision making.</p> <p>Having a voice.</p> <p>What motivates behaviour.</p>	<p>Planning the forthcoming year.</p> <p>Being a citizen.</p> <p>Rights and responsibilities.</p> <p>Rewards and consequences.</p> <p>How behaviour affects groups.</p> <p>Democracy, having a voice, participating.</p>	<p>Identifying goals for the year.</p> <p>Global citizenship.</p> <p>Children's universal rights.</p> <p>Feeling welcome and valued.</p> <p>Choices, consequences and rewards.</p> <p>Group dynamics.</p> <p>Democracy, having a voice.</p> <p>Anti-social behaviour.</p> <p>Role modelling.</p>
Celebrating Differences	<p>Similarities and differences.</p> <p>Understanding bullying.</p> <p>Making new friends.</p> <p>Celebrating differences in everyone.</p>	<p>Gender stereotypes.</p> <p>Understanding bullying.</p> <p>Standing up for yourself and others.</p> <p>Making new friends.</p> <p>Gender diversity.</p> <p>Celebrating differences and remaining friends.</p>	<p>Families and their differences</p> <p>Family conflict and how to manage it</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Challenging assumptions.</p> <p>Judging by appearance.</p> <p>Accepting self and others.</p> <p>Understanding influences.</p> <p>Understanding bullying.</p> <p>Problem solving.</p> <p>Identifying how unique everyone is.</p> <p>First impressions.</p>	<p>Cultural differences and how they can cause conflict.</p> <p>Racism.</p> <p>Rumours and name calling.</p> <p>Types of bullying.</p> <p>Material wealth and happiness.</p> <p>Enjoying and respecting other cultures.</p>	<p>Perceptions of normality.</p> <p>Understanding disability.</p> <p>Power struggles.</p> <p>Understanding bullying.</p> <p>Inclusion/exclusion.</p> <p>Differences as conflict.</p> <p>Differences as celebration.</p> <p>Empathy.</p>

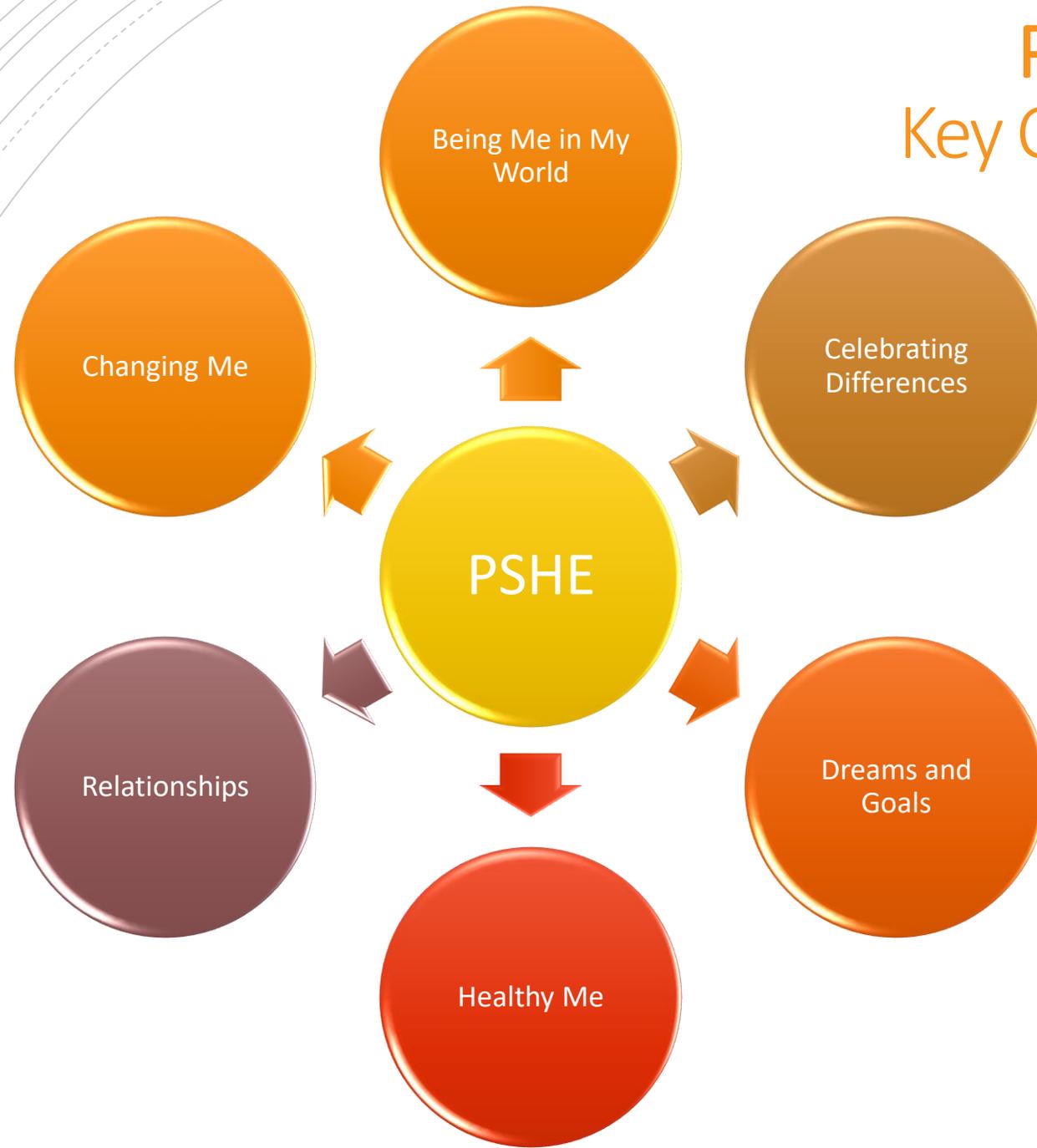
PSHE Breadth

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dreams and Goals	Setting goals. Identifying successes and achievements. Learning styles. Working well and celebrating achievement. Tackling new challenges. Identifying and overcoming obstacles. Feelings of success.	Achieving realistic goals. Perseverance. Learning strengths. Learning with others. Group cooperation. Contributing to and sharing success.	Difficult challenges and achieving success. Dreams and ambitions. New challenges. Motivation and enthusiasm. Recognising and trying to overcome obstacles. Evaluating learning processes. Managing feelings. Simple budgeting.	Hopes and dreams. Overcoming disappointment. Creating new, realistic dreams. Achieving goals. Working in a group. Celebrating contributions. Resilience. Positive attitudes.	Future dreams. The importance of money. Jobs and careers. Dream job and how to get there. Goals in different cultures. Supporting others (charity). Motivation.	Personal learning goals – in and out of school. Success criteria. Emotions in success. Making a difference to the world. Motivation. Recognising achievements. Compliments.
Healthy Me	Keeping myself healthy. Healthier lifestyle choices. Keeping clean. Keeping safe. Medicine safety. Road safety. Linking health and happiness.	Motivation. Healthier choices. Relaxation. Healthy eating and nutrition. Healthier snacks and sharing food.	Exercise. Fitness challenges. Food labelling and healthy swaps. Attitudes towards drugs. Keeping safe and why its important online and offline. Respect for myself and others. Healthy and safe choices.	Healthier friendships. Group dynamics. Smoking. Alcohol. Assertiveness. Peer pressure. Celebrating inner strength.	Smoking including vaping. Alcohol. Alcohol and anti-social behaviour. Emergency aid. Body image. Relationship with food. Healthy choices. Motivation and behaviour.	Taking personal responsibility. How substances affect the body. Exploitation including 'county lines' and gang culture. Emotional and mental health Managing stress.

PSHE Breadth

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	<p>Belonging to a family. Making friends/being a good friend. Physical contact preferences. People who help us. Qualities as a friend . Self acknowledgement. Being a good friend to myself. Celebrating special relationships.</p>	<p>Different types of family. Physical contact boundaries. Friendship and conflict. Secrets. Trust and appreciation. Expressing appreciation for special relationships.</p>	<p>Family roles and responsibilities. Friendship and negotiation. Keeping safe online and who to go to for help. Being a global citizen. Being aware of how my choices affect others. Awareness of how other children have different lives. Expressing appreciation for family and friends.</p>	<p>Jealousy. Love and loss. Memories of loved ones. Getting on and falling out. Girlfriends and boyfriends. Showing appreciation for people and animals.</p>	<p>Self recognition and self worth. Building self esteem. Safer online communities. Rights and responsibilities online. Online gaming and gambling. Reducing screen time. Dangers of online grooming. SMART internet safety rules.</p>	<p>Mental health. Identifying mental health worries and sources of support. Love and loss. Managing feelings. Power and control. Assertiveness. Technology safety. Take responsibility with technology use.</p>
Changing Me	<p>Life cycles – animals and human. Changes in me. Changes since being a baby. Differences between male and female bodies (correct terminology). Linking growing and learning. Coping with change. Transition.</p>	<p>Life cycles in nature. Growing from young to old. Increasing independence. Differences in male and female bodies (correct terminology). Assertiveness. Preparing for transition.</p>	<p>How babies grow. Understanding a baby's needs. Outside body changes. Inside body changes. Family stereotypes. Challenging my ideas. Preparing for transition.</p>	<p>Being unique. Having a baby. Girls and puberty. Confidence in change. Accepting change. Preparing for transition. Environmental change.</p>	<p>Self and body image. Influence of online and media on body image. Puberty for girls. Puberty for boys. Conception (including IVF). Growing responsibility. Coping with change. Preparing for transition.</p>	<p>Self image. Body image. Puberty and feelings. Conception to birth. Reflections about change. Physical attraction. Respect and consent. Boyfriends/girlfriends. Sexting. Transition.</p>

PSHE Key Concepts



PSHE Progression Map – Being Me in my World

1

- Understand the rights and responsibilities as a member of my class.
- Know my views are valued and can contribute to the learning charter.
- Recognise the choices I make and understand the consequences.
- Understand my rights and responsibilities within our learning charter.

2

- Identify some of my hopes and fears for this year.
- Understand the rights and responsibilities for being a member of my class and school.
- Listen to other people and contribute my own ideas about rewards and consequences.
- Understand how following the learning charter will help me and others learn.
- Recognise how democracy and having a voice benefits the school community.

3

- Recognise my worth and can identify positive things about myself and my achievements. I can set personal goals.
- Face new challenges positively, make responsible choices and ask for help when I need it.
- Understand why rules are needed and how they relate to rights and responsibilities.
- Understand that my actions affect myself and others and I care about other people's feelings.
- Make responsible choices and take action.
- Understand my actions affect others and try to see things from their points of view.

PSHE Progression Map – Being Me in my World

- 4**
- Know my attitudes and actions make a difference to the class team.
 - Understand who is in my school community, the roles they play and how I fit in.
 - Understand how democracy works through the school council.
 - Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
 - Understand how groups come together to make decisions.
 - Understand how democracy and having a voice benefits the school community.

- 5**
- Face new challenges positively and know how to set personal goals.
 - Understand my rights and responsibilities as a citizen of my country and as a member of my school.
 - Can make choices about my own behaviour because I understand how rewards and consequences feel.
 - Understand how an individual's behaviour can impact on a group.
 - Understand how democracy and having a voice benefits the school community and know how to participate in this.

- 6**
- Identify my goals for this year, understand my fears and worries about the future and know how to express them.
 - Know that there are universal rights for all children but for many children these rights are not met.
 - Understand that my actions affect other people locally and globally.
 - Make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.
 - Understand how an individual's behaviour can impact on a group.
 - Understand how democracy and having a voice benefits the school community.

PSHE Progression Map – Celebrating Differences

- | | |
|----------|--|
| 1 | <ul style="list-style-type: none">• Identify similarities between people in my class.• Explain what bullying is.• Know some people who I could talk to if I was feeling unhappy or being bullied.• Know how to make new friends.• Explain some ways I am different from my friends. |
| 2 | <ul style="list-style-type: none">• Start to understand that sometimes people make assumptions about boys and girls (stereotypes).• Understand that bullying is sometimes about difference.• Recognise what is right and wrong and know how to look after myself.• Understand that it is OK to be different from other people and to be friends with them.• Tell you some ways I am different from my friends. |
| 3 | <ul style="list-style-type: none">• Understand that everybody’s family is different and important to them.• Understand that differences and conflicts sometimes happen among family members.• Know what it means to be a witness to bullying.• Know that witnesses can make the situation better or worse by what they do.• Recognise that some words are used in hurtful ways.• Explain about a time when my words affected someone’s feelings and what the consequences were. |

PSHE Progression Map – Celebrating Differences

- 4**
- Understand that, sometimes, we make assumptions based on what people look like.
 - Understand what influences me to make assumptions based on how people look.
 - Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.
 - Tell you why witnesses sometimes join in with bullying and sometimes don't tell.
 - Identify what is special about me and value the ways in which I am unique.
 - Recount a time when my first impression of someone changed when I got to know them.

- 5**
- Understand that cultural differences sometimes cause conflict.
 - Understand what racism is.
 - Understand how rumour-spreading and name-calling can be bullying behaviours.
 - Explain the difference between direct and indirect types of bullying.
 - Compare my life with people in the developing world.
 - Understand a different culture from my own.

- 6**
- Understand there are different perceptions about what normal means.
 - Understand how being different could affect someone's life.
 - Explain some of the ways in which one person or a group can have power over another.
 - Know some of the reasons why people use bullying behaviours.
 - Give examples of people with disabilities who lead amazing lives.
 - Explain ways in which difference can be a source of conflict and a cause for celebration.

PSHE Progression Map – Dreams and Goals

- 1**
 - Set simple goals.
 - Set a goal and work out how to achieve it.
 - Understand how to work well with a partner.
 - Tackle a new challenge and understand this might stretch my learning.
 - Identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.
 - Explain how I felt when I succeeded in a new challenge and how I celebrated it.
- 2**
 - Choose a realistic goal and think about how to achieve it.
 - Carry on trying (persevering) even when I find things difficult.
 - Recognise who I work well with and who it is more difficult for me to work with.
 - Work well in a group.
 - Tell you some ways I worked well with my group.
 - Know how to share success with other people.
- 3**
 - Tell you about a person who has faced difficult challenges and achieved success.
 - Identify a dream/ambition that is important to me.
 - Enjoy facing new learning challenges and working out the best ways for me to achieve them.
 - Feel motivated and enthusiastic about achieving our a challenge.
 - Recognise obstacles which might hinder my achievement and can take steps to overcome them.
 - Evaluate my own learning process and identify how it can be better next time.

PSHE Progression Map – Dreams and Goals

- 4**
- Talk about some of my hopes and dreams.
 - Understand that sometimes hopes and dreams do not come true and that this can hurt.
 - Know that reflecting on positive and happy experiences can help me to counteract disappointment.
 - Know how to make a new plan and set new goals even if I have been disappointed.
 - Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.
 - Identify the contributions made by myself and others to the group's achievement.

- 5**
- Understand that I will need money to help me achieve some of my dreams.
 - Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.
 - Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.
 - Describe the dreams and goals of young people in a culture different to mine.
 - Understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.
 - Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.

- 6**
- Know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of school goal).
 - Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.
 - Identify problems in the world that concern me and talk to other people about them.
 - Work with other people to help make the world a better place.
 - Know what some people in my class like or admire about me and can accept their praise.

PSHE Progression Map – Healthy Me

- 1**
 - Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.
 - Know how to make healthy lifestyle choices.
 - Know how to keep myself clean and healthy, and understand how germs cause disease/illness.
 - Know that all household products including medicines can be harmful if not used properly.
 - Understand that medicines can help me if I feel poorly and I know how to use them safely.
 - Know how to keep safe when crossing the road, and about people who can help me to stay safe.
 - Explain why I think my body is amazing and can identify some ways to keep it safe and healthy.
- 2**
 - Know what I need to keep my body healthy.
 - Show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.
 - Understand how medicines work in my body and how important it is to use them safely.
 - Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.
 - Make some healthy snacks and explain why they are good for my body.
 - Decide which foods to eat to give my body energy.
- 3**
 - Understand how exercise affects my body and know why my heart and lungs are such important organs.
 - Know that the amount of calories, fat and sugar I put into my body will affect my health.
 - Explain my knowledge and attitude towards drugs.
 - Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.
 - Identify when something feels safe or unsafe.
 - Understand how complex my body is and how important it is to take care of it.

PSHE Progression Map – Healthy Me

- 4**
- Recognise how different friendship groups are formed, how I fit into them and the friends I value the most.
 - Understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.
 - Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.
 - Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.
 - Recognise when people are putting me under pressure and can explain ways to resist this when I want.
 - Know myself well enough to have a clear picture of what I believe is right and wrong.

- 5**
- Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
 - Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.
 - Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.
 - Understand how the media, social media and celebrity culture promotes certain body types.
 - Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.
 - Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.

- 6**
- Take responsibility for my health and make choices that benefit my health and well-being.
 - Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.
 - Understand that some people can be exploited and made to do things that are against the law.
 - Know why some people join gangs and the risks this involves.
 - Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.
 - Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.

PSHE Progression Map – Relationships

- 1**
 - Identify the members of my family and understand that there are lots of different types of families.
 - Identify what being a good friend means to me.
 - Know appropriate ways of physical contact to greet my friends and know which ways I prefer.
 - Know who can help me in my school community.
 - Recognise my qualities as person and a friend.
 - Explain why I appreciate someone who is special to me.
- 2**
 - Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
 - Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
 - Identify some of the things that cause conflict with my friends.
 - Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
 - Recognise and appreciate people who can help me in my family, my school and my community.
 - Express my appreciation for the people in my special relationships.
- 3**
 - Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
 - Identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.
 - Know and can use some strategies for keeping myself safe online.
 - Explain how some of the actions and work of people around the world help and influence my life.
 - Understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
 - Know how to express my appreciation to my friends and family.

PSHE Progression Map – Relationships

4

- Recognise situations which can cause jealousy in relationships.
- Identify someone I love and can express why they are special to me.
- Explain about someone I know that I no longer see.
- Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friend.
- Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.
- Know how to show love and appreciation to the people and animals who are special to me.

5

- Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
- Understand that belonging to an online community can have positive and negative consequences.
- Understand there are rights and responsibilities in an online community or social network.
- Know there are rights and responsibilities when playing a game online.
- Recognise when I am spending too much time using devices (screen time).
- Explain how to stay safe when using technology to communicate with my friends.

6

- Know that it is important to take care of my mental health.
- Know how to take care of my mental health.
- Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
- Recognise when people are trying to gain power or control.
- Judge whether something online is safe and helpful for me.
- Use technology positively and safely to communicate with my friends and family.

PSHE Progression Map – Changing Me

Start to understand the life cycles of animals and humans.

Tell you some things about me that have changed and some things about me that have stayed the same.

- 1** Tell you how my body has changed since I was a baby.
Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.
Understand that every time I learn something new I change a little bit.
Tell you about changes that have happened in my life.

Recognise cycles of life in nature.

Tell you about the natural process of growing from young to old and understand that this is not in my control.

Recognise how my body has changed since I was a baby and where I am on the continuum from young to old.

- 2** Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.
Understand there are different types of touch and can tell you which ones I like and don't like.
Identify what I am looking forward to when I move to my next class.

Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.

Understand how babies grow and develop in the mother's uterus and I understand what a baby needs to live and grow.

Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.

- 3** Identify how boys' and girls' bodies change on the outside during this growing up process.
Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
Start to recognise stereotypical ideas I might have about parenting and family roles.

PSHE Progression Map – Changing Me

Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.

Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.

4 Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.

Know how the circle of change works and can apply it to changes I want to make in my life.

Identify changes that have been and may continue to be outside of my control that I learnt to accept.

Show awareness of my own self-image and how my body image fits into that.

Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.

5 Describe how boys' and girls' bodies change during puberty.

Understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.

Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).

Show awareness of my own self-image and how my body image fits into that.

Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.

6 Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.

Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.

Show awareness of the importance of a positive self-esteem and what I can do to develop it.

Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

**Intelligence plus
character - that is
the goal of true
education.**

~Martin Luther King, Jr.

~Martin Luther King, Jr.

Character Education

- Intent and Purpose p392
- Implementation and Pedagogy p395
- Breadth p397
- Key Concepts p399
- Progression Maps p400

Character Education Intent and Purpose

Why do we teach Character Education?

Character Education is about development of our children's awareness of themselves as individuals, their role in society as well as their awareness of their own and other and emotional wellbeing.

Through teaching explicit character skills, we hope for all children to develop a Growth Mindset when it comes to tackling new challenges, and to be set and achieve aspirational goals.

What is the aim of our curriculum for Character Education?

Our Character Education curriculum aims to help pupils understand how to play a positive and successful role within our society, both as a child and as an adult within the future.

LORIC aims to bring together the development of the whole person, developing confidence, and ultimately success, in young people. It also provides children with personal attributes essential for employability and life - central to the Primary Edge is a select group of key character attributes which together form the LORIC family: **Leadership**, **Organisation**, **Resilience**, **Initiative** and **Communication**.

Character Education Intent and Purpose

What do we teach in our Character Education curriculum?

Whole School

LORIC comprises of 5 'characters', each with a key life skill: Laura LEADERSHIP; Oily ORGANISATION; Raj RESILIENCE; Izzy INITIATIVE; Charlie COMMUNICATION. Each attribute is taught through a series of 3 or 4 sessions. Children will be faced with challenges such as setting up their own 'business' to display their leadership skills.

Character Education Intent and Purpose

How does our Character Education curriculum link to our key curriculum competencies?

Character

*The teaching of LORIC sessions help to develop children's character and develop skills in **Leadership, Organisation, Resilience, Initiative and Communication.***

Cultural

LORIC helps children learn about to communicate effectively and for different purposes. This will help them understand more about how to communicate effectively in creative ways, or in team sports.

Core

LORIC will help children to develop key skills, such as organisation and resilience which will help them complete tasks in English and maths that they may find difficult.

Curriculum

PSHE can be linked to different subjects, such as RE with the understanding of other cultures and beliefs and Geography with topics such as Fair Trade and the positive and the environmental impact of tourism. SMSC and British Values are a core part of all PSHE and LORIC lessons.

Character Education Implementation and Pedagogy

How is Character Education taught at Nine Mile Ride?

- The teaching of Character Education is delivered through the LORIC scheme of work. Each half term we focus on a different LORIC character (Laura Leadership, Ollie Organisation, Raj Resilience, Izzy Initiative and Charlie Communication) The first lesson taught in each half term in Years 1-6 should be a LORIC lesson using the PIXL lesson plans. LORIC characters are displayed in each classroom.
- Throughout the school we encourage children to adopt a 'growth mindset.' This is done through school and team assemblies throughout the year with a 'growth mindset' theme. Additionally, all staff use the language of growth mindset in their everyday teaching, marking and feedback, class displays and conversations with the children.
- Children in Foundation stage follow the EYFS curriculum and work towards Early Learning Goals (Making Relationships, Self confidence and self awareness, Managing feelings and behaviour)



Character Education Implementation and Pedagogy

Why is Character Education taught in this way?

work. It gives children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Jigsaw also has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons include mindfulness allowing children to advance their emotional awareness, concentration and focus.

- We use the LORIC scheme because education and industry partners, including the CBI and the National Careers Service have produced lists of desirable qualities for the workplace and the 5 Edge Attributes - Leadership, Organisation, Resilience, Initiative and Communication - were selected as the most representative skills across all the research. The LORIC resources are focused on developing these 5 key attributes.
- The impact of growth mindset has been studied by many different researchers around the world. The overwhelming majority of these have found that having a growth mindset is associated with improved academic performance.

What is our intended impact?

- ▶ Children will develop positive and healthy relationships with their peers, both now and in the future.
- ▶ Children will have respect for themselves and others.
- ▶ Children will understand the physical aspects of sex education at an age appropriate level.
- ▶ Children will have positive body images.
- ▶ Children will demonstrate a healthy outlook towards school.

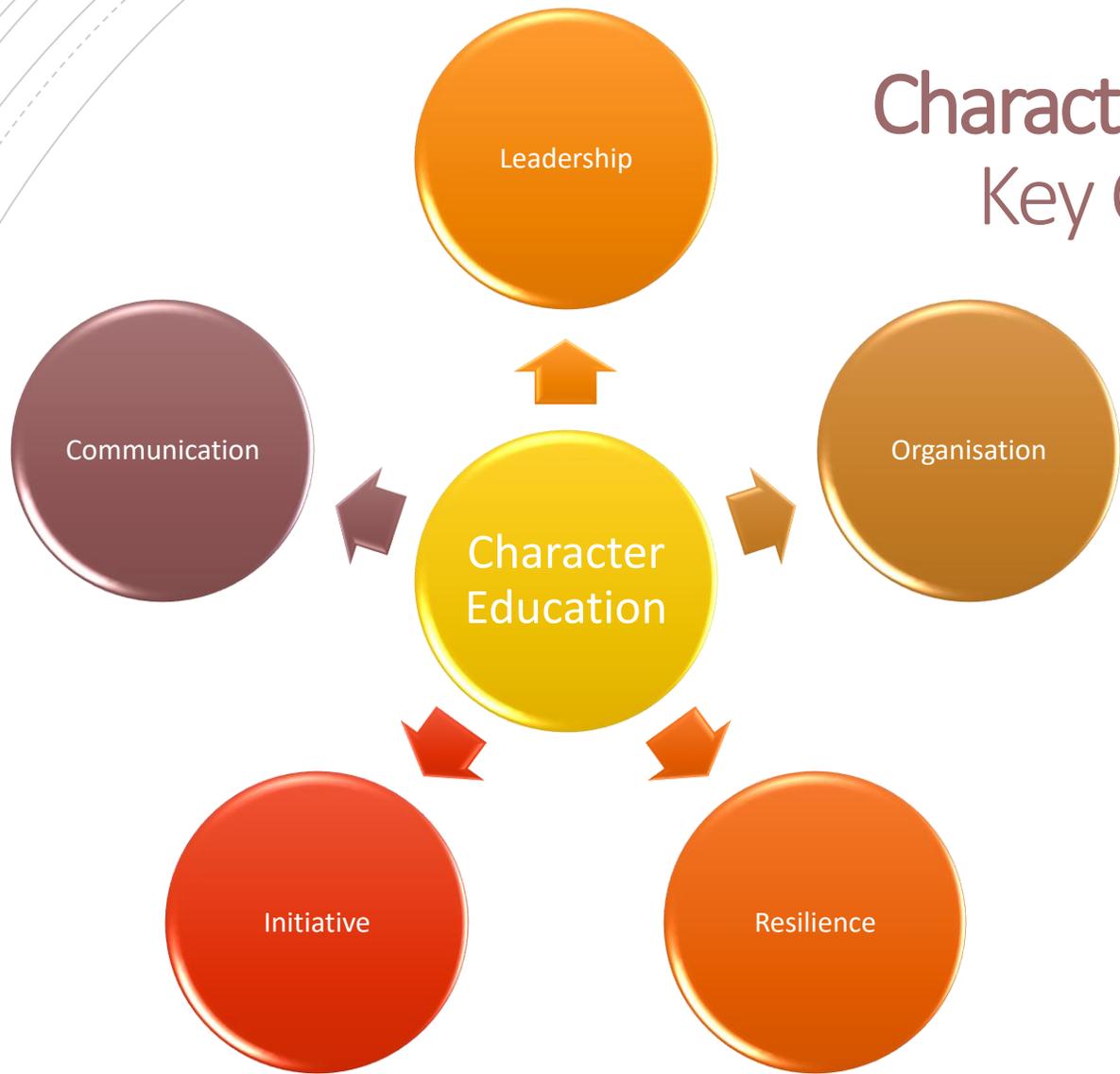
Character Education Breadth

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Leadership	<ul style="list-style-type: none"> Leading others Explaining my leadership Listening to my team Keep calm and ask for help 	<ul style="list-style-type: none"> Leading others Explaining my leadership Listening to my team Keep calm and ask for help 	<ul style="list-style-type: none"> Explaining my leadership Listening to my team Keep calm and ask for help 	<ul style="list-style-type: none"> Leading others Explaining my leadership Listening to my team Keep calm and ask for help 	<ul style="list-style-type: none"> Leading others Explaining my leadership Listening to my team Keep calm and ask for help 	<ul style="list-style-type: none"> Leading others Explaining my leadership Listening to my team Keep calm and ask for help
Organisation	<ul style="list-style-type: none"> Organising myself Organising an activity Organising together 	<ul style="list-style-type: none"> Organising myself Organising an activity Organising together 	<ul style="list-style-type: none"> Organising myself Organising an activity Organising together 	<ul style="list-style-type: none"> Organising myself Organising an activity Organising together 	<ul style="list-style-type: none"> Organising myself Organising an activity Organising together 	<ul style="list-style-type: none"> Organising myself Organising an activity Organising together
Resilience	<ul style="list-style-type: none"> Keep on going Who can help Meeting the challenge 	<ul style="list-style-type: none"> Keep on going Who can help Meeting the challenge 	<ul style="list-style-type: none"> Keep on going Who can help Meeting the challenge 	<ul style="list-style-type: none"> Keep on going Who can help Meeting the challenge 	<ul style="list-style-type: none"> Keep on going Who can help Meeting the challenge 	<ul style="list-style-type: none"> Keep on going Who can help Meeting the challenge

Character Education Breadth

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Initiative	<ul style="list-style-type: none"> • Taking responsibility • Taking part • Sharing ideas 	<ul style="list-style-type: none"> • Taking responsibility • Taking part • Sharing ideas 	<ul style="list-style-type: none"> • Taking responsibility • Taking part • Sharing ideas 	<ul style="list-style-type: none"> • Taking responsibility • Taking part • Sharing ideas 	<ul style="list-style-type: none"> • Taking responsibility • Taking part • Sharing ideas 	<ul style="list-style-type: none"> • Taking responsibility • Taking part • Sharing ideas 	<ul style="list-style-type: none"> • Taking responsibility • Taking part • Sharing ideas
Communication	<ul style="list-style-type: none"> • Communicating with others • Knowing my audience • Sharing my opinion 	<ul style="list-style-type: none"> • Communicating with others • Knowing my audience • Sharing my opinion 	<ul style="list-style-type: none"> • Communicating with others • Knowing my audience • Sharing my opinion 	<ul style="list-style-type: none"> • Communicating with others • Knowing my audience • Sharing my opinion 	<ul style="list-style-type: none"> • Communicating with others • Knowing my audience • Sharing my opinion 	<ul style="list-style-type: none"> • Communicating with others • Knowing my audience • Sharing my opinion 	<ul style="list-style-type: none"> • Communicating with others • Knowing my audience • Sharing my opinion

Character Education Key Concepts



Character Education Progression Map – Leadership

- 1
&
2**
- Lead one or more peers to complete a task.
 - Explain to their peers how they will lead an activity.
 - Develop the ability to listen to ideas which might be different to their own and respond to the feelings of others.
 - Show willingness to ask for help from peers or adults when necessary.

- 3
&
4**
- Lead small teams within a chosen and familiar context.
 - Verbalise the expectations of their leadership within a selected activity.
 - Develop the ability to listen to each member of the team and respond positively to suggestions from others.
 - Assume a coach/mentor role with another pupil. Is willing to ask questions of supporting adults when unsure of next steps.

- 5
&
6**
- Shows increasing confidence to lead a team consisting of familiar pupils.
 - Shows willingness to offer opinions and listen to those of others in both the planning and implementation stages of a team activity.
 - Understand the need to collaborate and cooperate with others in order to create a positive environment for successful teamwork.
 - Develop the skills of listening to advice from others and is willing to ask questions when uncertain of next steps.
 - Demonstrate the developing skills for planning, implementing and reviewing a team exercise.

Character Education Progression Map – Organisation

- | | |
|--------------------------|---|
| 1
&
2 | <ul style="list-style-type: none">• Begin to demonstrate specific skills of personal organisation.• understand and follow instructions accurately to complete an organised activity.• Be a positive team member, contributing to the planning of an activity/team game. |
| 3
&
4 | <ul style="list-style-type: none">• Begin to understand the positive impact that personal organisation has on learning.• Break down an activity into a simple order of organised steps to allow implementation of a planned event.• Work within a team situation to support the organisation of an event. |
| 5
&
6 | <ul style="list-style-type: none">• Demonstrate an increasing use of personal organisational skills in relation to their own learning.• Understand the need to breakdown an activity into achievable steps in order to develop and implement a planned activity.• Wwork confidently as a member of a team, undertaking specific actions to a successful conclusion. |

Character Education Progression Map – Resilience

- | | |
|--------------------------|---|
| 1
&
2 | <ul style="list-style-type: none">• Understand the meaning of the term perseverance (not giving up when you meet a challenge).• Realise that sometimes they need to ask for help when a new skill is being learned.• Begin to continue with an activity/challenge even though it is challenging. |
| 3
&
4 | <ul style="list-style-type: none">• Begin to understand the need for perseverance to complete an activity.• Begin to identify the challenges that need to be overcome in order to learn/develop a new skill.• Ask for help from a supporting adult/child to overcome barriers.• Develop the length of time allocated to a challenge before giving up/feeling defeated. |
| 5
&
6 | <ul style="list-style-type: none">• Display developing perseverance when approaching a new challenge.• Apply previous experience to a situation and identify new challenges to be addressed to complete an activity or develop a skill.• Discuss with supporting adults/peers how challenges might be overcome, offering suggestions for next steps. |

Character Education Progression Map – Initiative

- 1**
&
2
- Begin to take responsibility for their learning within a classroom context.
 - Volunteer to participate in a planned activity.
 - Share ideas with others whilst being involved in the planning and development of an activity.

- 3**
&
4
- Begin to take responsibility for their learning within a classroom context.
 - In a familiar context, volunteers to support and participate in a planned activity.
 - Make suggestions to enhance a familiar environment.
 - Share ideas with others to explain how an activity can be planned and developed.

- 5**
&
6
- Take increasing responsibility for their individual learning.
 - Volunteer to plan and implement an activity as part of a team.
 - Use knowledge of a familiar context to suggest activities to enhance an environment.
 - Readily share and discuss ideas with supporting adults/peers.

Character Education Progression Map – Communication

**1
&
2**

- Begin to understand that they can communicate in more ways than just speaking.
- Begin to share ideas within groups and listening to what others share.
- Develop the use of body language to share ideas and feelings positively.

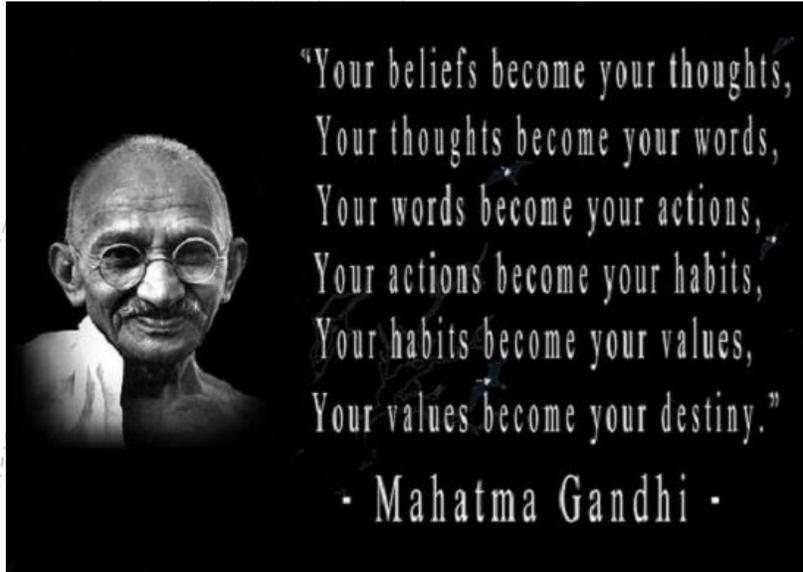
**3
&
4**

- Become familiar with and gaining experience in a selection of communication strategies.
- Develop an understanding of choosing an appropriate communication strategy depending on audience.
- Work 1:1 or groups sharing ideas and supporting learning where appropriate.

**5
&
6**

- Demonstrate increasing skills in a number of communication strategies.
- Understand the appropriate communication strategy for a given audience within a familiar context.
- Work successfully with groups of differing size, sharing ideas and listening to the suggestions and opinions of supporting adults/peers.

Social, Moral, Spiritual and Cultural Education (including British Values)



- Intent and Purpose p406
- Implementation and Pedagogy p408
- Breadth p411

SMSC and British Values Intent and Purpose

Why do we teach SMSC and British Values?

SMSC at Nine Mile Ride helps prepare pupils for life as engaged citizens and to meet its opportunities, challenges and responsibilities.

We aim to provide pupils with the knowledge, skills and understanding' to play a full and active part in society.

The purpose of teaching British Values at Nine Mile Ride is to ensure all pupils leave school prepared for life in modern Britain. The 4 British Values are: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

What is the aim of our curriculum for SMSC and British Values?

- To provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person and fulfilling the requirements of the National Curriculum.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively.
- To engender a sense of self-respect, independence and self-motivation. To increase the individual's capacity to accept responsibility for actions taken. To encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.
- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- To foster links between home and school and develop a partnership with parents in the education of their children.
- To understand the role of democracy in society.

SMSC and British Values Intent and Purpose

How does our SMSC curriculum link to our key curriculum competencies?

Character

Pupils have the opportunities to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying, death.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Cultural

The school promotes children's cultural development through:

- The teaching of the RE curriculum
- Educational visits to places of worship
- Visitors to school from different faiths
- 'Celebration Shelf' display
- Whole school 'Diversity Week'
- School assemblies on a range of cultural themes
- Teaching about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Studying literature and art from different cultures
- Listening to music from different cultures
- Tasting foods from other countries

Core

The curriculum provides opportunities for pupils to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively

Curriculum

Geography: studying other countries around the world, fair trade, rainforests, impact of people on environment

History: study of ancient civilisations and cultures, WW2,

Art: studying art from other cultures

Music: listening to music and singing songs from other countries and cultures

PE: dances from other cultures

RE: studying a range of religions and exploring the beliefs of different faiths

PSHE: developing Character through LORIC and

Computing: teaching of e safety and communication skills

SMSC and British Values

Implementation and Pedagogy

How is SMSC and British Values taught at Nine Mile Ride?

- British values and SMSC are not only embedded in our teaching, but are the ethos of everyday life at Nine Mile Ride. Neither are discreet subjects; we deliver a broad and balanced curriculum, to promote British values and the spiritual, moral, social and cultural development of all the pupils in the school.
- SMSC encompasses a child's personal growth and development and it is present in all subjects throughout the entire curriculum. It is delivered in a variety of ways through the provision of relevant activities, both in as well as beyond the classroom. At Nine Mile Ride, we actively promote fundamental British values, through ensuring our pupils' effective SMSC development.
- Spiritual development is encouraged by providing the children with opportunities to be reflective about their own beliefs – religious or otherwise. In RE lessons and assemblies, they are provided with the knowledge of different faiths. Children are encouraged to respect others' faiths, feelings and values both in the classroom as well as on the playground (embedding the British values of mutual respect and tolerance of those of different faiths and beliefs).
- Through age appropriate materials, children are taught to recognise the difference between right and wrong (Moral development). Adult support nurtures the spirit of fair play – whether it's taking turns in the classroom or making the right choices in a disagreement on the playground. Children are guided and encouraged to appreciate that there are consequences for their own actions. Older children are also taught to recognise legal boundaries - specific class sessions develop an understanding of the rule of law (another British value), with visitors to school from our local police community to reinforce the information.

SMSC and British Values

Implementation and Pedagogy

How is SMSC and British Values taught at Nine Mile Ride?

- The school promotes opportunities for our pupils to work effectively with each other as well as participate successfully in the wider community (Social development). Cooperating with others and being able to resolve conflicts effectively are an important part of daily life in school. The social development of pupils can be taught through specific sessions on the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; however these values run throughout the whole school curriculum and form the ethos and values of the school.
- The cultural development of pupils requires them to be exposed to a wide range of cultural influences. At Nine Mile Ride we do this through a broad range of activities such as our annual Diversity Week, where the children develop an understanding and appreciation of the range of cultures in our school. Teaching resources from a variety of sources are used to help pupils understand a range of faiths. Assemblies further embed the opportunity to explore cultural diversity.
- In order that we can embed British values, we include age appropriate materials on how democracy and the rule of law works in Britain. These materials include Picture News and Newsround. All pupils in our school community have a voice that is listened to. We demonstrate how democracy works by actively promoting democratic processes such as our pupil groups (for example the School Council) who are voted for by the pupils. We use opportunities such as general elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to argue and defend points of view.
- Picture News is a resource we use in a weekly assembly which is then followed up in class. This addresses relevant news stories and events which are happening around the world. The weekly topic is shared with parents in the NMR weekly newsletter so that parents and carers are able to follow it up at home too.

SMSC and British Values

Implementation and Pedagogy

Why is SMSC and British Values taught in this way?

- At Nine Mile Ride, we want all children to thrive and by embedding SMSC and British Values throughout our curriculum we are giving each and every child this opportunity. We believe that it should be part of our ethos so that children are able to leave NMR as well rounded individuals. SMSC is central to the development and growth of pupils as people, as it is to the growth of society as a whole.
- By giving the children opportunities to hold mock elections, for example, we are teaching them life skills which they will be able to use when they leave us and further into their lives. We are also providing children the opportunities to participate in new experiences and to develop awareness of other faiths/ cultures/ groups.

What is our intended impact?

- Children will have the ability to be reflective about their own beliefs (religious or otherwise).
- Children will have knowledge of, and respect for, different people's faiths, feelings and values.
- Children will enjoy learning about themselves, others and the world around them.
- Children will have the ability to recognise the difference between right and wrong and be able to readily apply this understanding in their own lives.
- Children will have a range of social skills which will enable them to socialise well with others, including those from different religious, ethnic and socio-economic backgrounds.
- Children will be able to cooperate well with others and resolve conflicts effectively.
- Children will develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.
- Children will be able to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Children will develop positive and healthy relationships with their peers, both now and in the future.

SMSC and British Values Breadth

Whole School

As well as being covered throughout other discreet subjects being taught, such as Religious Education, Character Education and Physical Education, we promote SMSC and British Values through other whole school initiatives, such as:

- School Council Elections.
- School assemblies (including Picture News).
- Celebrating religious and cultural festivals in class and on our celebration display.
- Around the World week.