DDAT

Derby Diocesan Academy Trust

2019

Progression grids

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DDAT

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English

		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Word Reading	Pupils should be taught to: • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)	Pupils should be taught to: • 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 • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately without overt sounding and blending when they have been frequently encountered	Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

English

		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Word Reading continued	• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading	• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading		
	Comprehension	Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: ⊇ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ⊇ being encouraged to link what they read or hear read to their own experiences ⊇ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ⊇ recognising and joining in with predictable phrases	Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: ⊇ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ⊇ discussing the sequence of events in books and how items of information are related ⊇ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Pupils should be taught to: • develop positive attitudes to reading and understanding of what they read by: ⊇ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ⊇ reading books that are structured in different ways and reading for a range of purposes ⊇ using dictionaries to check the meaning of words that they have read ⊇ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Pupils should be taught to: • maintain positive attitudes to reading and understanding of what they read by: ⊇ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ⊇ reading books that are structured in different ways and reading for a range of purposes ⊇ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

English

		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Comprehension continued	⊇ learning to appreciate rhymes and poems, and to recite some by heart ⊇ discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: ⊇ drawing on what they already know or on background information and vocabulary provided by the teacher ⊇ checking that the text makes sense to them as they read and correcting inaccurate reading ⊇ discussing the significance of the title and events ⊇ making inferences on the basis of what is being said and done ⊇ predicting what might happen on the basis of what has been read so far	⊇ being introduced to non-fiction books that are structured in different ways ⊇ recognising simple recurring literary language in stories and poetry ⊇ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ⊇ discussing their favourite words and phrases ⊇ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: ⊇ drawing on what they already know or on background information and vocabulary provided by the teacher	⊇ identifying themes and conventions in a wide range of books ⊇ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ⊇ discussing words and phrases that capture the reader's interest and imagination ⊇ recognising some different forms of poetry (e.g. free verse, narrative poetry) understand what they read, in books they can read independently, by: ⊇ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ⊇ asking questions to improve their understanding of a text	⊇ recommending books that they have read to their peers, giving reasons for their choices ⊇ identifying and discussing themes and conventions in and across a wide range of writing ⊇ making comparisons within and across books ⊇ learning a wider range of poetry by heart ⊇ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience understand what they read by: ⊇ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ⊇ asking questions to improve their understanding

English

		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Comprehension continued	• participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them	⊇ checking that the text makes sense to them as they read and correcting inaccurate reading ⊇ making inferences on the basis of what is being said and done ⊇ answering and asking questions ⊇ predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	⊇ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ⊇ predicting what might happen from details stated and implied ⊇ identifying main ideas drawn from more than one paragraph and summarising these ⊇ identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	⊇ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ⊇ predicting what might happen from details stated and implied ⊇ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ⊇ identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction

English

		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Comprehension continued				• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views
Writing	Transcription	*Spelling (see English Appendix 1)* Pupils should be taught to: • spell: ⊇ words containing each of the 40+ phonemes already taught ⊇ common exception words ⊇ the days of the week	*Spelling (see English Appendix 1)* Pupils should be taught to: • spell by: ⊇ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	*Spelling (see English Appendix 1)* Pupils should be taught to: • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1)	*Spelling (see English Appendix 1)* Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters, e.g. knight, psalm, solemn • continue to distinguish between homophones and other words which are often confused

English

		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Transcription continued	Pupils should be taught to: • name the letters of the alphabet: ⊇ naming the letters of the alphabet in order ⊇ using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: ⊇ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ⊇ using the prefix un– ⊇ using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper) • apply simple spelling rules and guidelines, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	⊇ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ⊇ learning to spell common exception words ⊇ learning to spell more words with contracted forms ⊇ learning the possessive apostrophe (singular) [for example, the girl's book] ⊇ distinguishing between homophones and near-homophones • add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines, listed in Appendix 1 • write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far	• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus

English

		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Handwriting	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	• form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	• write legibly, fluently and with increasing speed by: ⊇ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters ⊇ choosing the writing implement that is best suited for a task
	Composition	Pupils should be taught to: • write sentences by: ⊇ saying out loud what they are going to write about ⊇ composing a sentence orally before writing it ⊇ sequencing sentences to form short narratives ⊇ re-reading what they have written to check that it makes sense	Pupils should be taught to: • develop positive attitudes towards and stamina for writing by: ⊇ writing narratives about personal experiences and those of others (real and fictional) ⊇ writing about real events ⊇ writing poetry ⊇ writing for different purposes	Pupils should be taught to: • plan their writing by: ⊇ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ⊇ discussing and recording ideas	Pupils should be taught to: • plan their 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 ⊇ noting and developing initial ideas, drawing on reading and research where necessary

English

		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Composition continued	• discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher	• consider what they are going to write before beginning by: ⊇ planning or saying out loud what they are going to write about ⊇ writing down ideas and/or key words, including new vocabulary ⊇ encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: ⊇ evaluating their writing with the teacher and other pupils ⊇ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ⊇ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear	• draft and write by: ⊇ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures (See English Appendix 2) ⊇ organising paragraphs around a theme ⊇ in narratives, creating settings, characters and plot ⊇ in non-narrative material, using simple organisational devices (for examples headings and sub-headings) • evaluate and edit by: ⊇ assessing the effectiveness of their own and others' writing and suggesting improvements ⊇ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	⊇ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed • draft and write by: ⊇ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ⊇ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ⊇ précising longer passages ⊇ using a wide range of devices to build cohesion within and across paragraphs ⊇ using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

English

		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Composition continued			• proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	• evaluate and edit by: ◦ assessing the effectiveness of their own and others' writing ◦ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ◦ ensuring the consistent and correct use of tense throughout a piece of writing ◦ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors ◦ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

English

		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Vocabulary, Grammar and Punctuation	*VG&P (see English Appendix 2)* Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: ◦ leaving spaces between words ◦ joining words and joining clauses using and ◦ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ◦ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ◦ learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing	*VP&G (see English Appendix 2)* Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: ◦ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learning how to use: ◦ sentences with different forms: statement, question, exclamation, command ◦ expanded noun phrases to describe and specify, e.g. the blue butterfly ◦ the present and past tenses correctly and consistently including the progressive form	*VP&G (see English Appendix 2)* Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: ◦ extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although ◦ using the present perfect form of verbs to mark relationships of time and cause ◦ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ◦ using conjunctions, adverbs and prepositions to express time and cause ◦ using fronted adverbials ◦ learning the grammar for years 3 and 4 in English Appendix 2	*VP&G (see English Appendix 2)* Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: ⊇ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ⊇ using passive verbs to affect the presentation of information in a sentence ⊇ using the perfect form of verbs to mark relationships of time and cause ⊇ using expanded noun phrases to convey complicated information concisely ⊇ using modal verbs or adverbs to indicate degrees of possibility ⊇ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ⊇ learning the grammar for years 5 and 6 in English Appendix 2

English

		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Vocabulary, Grammar and Punctuation		⊇ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ⊇ the grammar for year 2 in English Appendix 2 ⊇ some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing	• indicate grammatical and other features by: ◦ using commas after fronted adverbials ◦ indicating possession by using the possessive apostrophe with plural nouns ◦ using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	• indicate grammatical and other features by: ◦ using commas to clarify meaning or avoid ambiguity in writing ◦ using hyphens to avoid ambiguity ◦ using brackets, dashes or commas to indicate parenthesis ◦ using semi-colons, colons or dashes to mark boundaries between main clauses ◦ using a colon to introduce a list ◦ punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Speaking & Listening

National Curriculum Spoken Language Statutory Requirements	Y1/2	Y 3/4	Y 5/6
Pupils should be taught to: • listen and respond appropriately to adults and their peers	For Instance: Listen and respond to the speaker making simple comments and suggestions Make helpful contributions when speaking in turns, in pairs and in small groups	For Instance: Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared Work in a variety of group situations following appropriate etiquette for group dynamics	For Instance: Show a clear understanding of the main points of a conversation / discussion. Be able to articulate and develop the speaker's ideas in different ways. Make reference to others comments when articulating own ideas Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group
Pupils should be taught to: • ask relevant questions to extend their understanding and knowledge	For Instance: Begin to ask questions that link clearly to the topic being discussed Show that the conversation is being followed through the questions that are asked	For Instance: Generate questions to ask a specific speaker / audience in response to a talk / conversation Ask questions in direct response to some-thing heard / presented	For Instance: Spontaneously ask questions which develop the conversation and take ideas or knowledge further
Pupils should be taught to: • use relevant strategies to build their vocabulary	For Instance: To be encouraged to listen to and use new vocabulary to develop their own vocabularies Given opportunities to use this vocabulary in a variety of meaningful contexts To be encouraged to think of alternatives for simple vocabulary choices	For Instance: To be encouraged to develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects To use new vocabulary within the correct context Can discuss a wider range of topics which are perhaps unfamiliar to own direct experience.	For Instance: Using vocabulary appropriately and for effect Use appropriate terminology linked to other curriculum subjects Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions
Pupils should be taught to: • articulate and justify answers, arguments and opinions	For Instance: Can answer questions clearly in sentences Can give a reason for their answer when asked Are encouraged to explore why they have	For Instance: *Can give answers to questions that are support-ed by justifiable reasons* *Can support own ideas and opinions with explanation*	For Instance: *Can sustain and argument an follow a train of thought, returning to main ideas throughout the course of the conversation* *Can present ideas / opinions coherently, sup-ported with reasons*

Speaking & Listening

National Curriculum Spoken Language Statutory Requirements		Y 1/2	Y 3/4	Y 5/6
	Pupils should be taught to: • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	For Instance: Being able to describe their immediate world and environment Can talk about themselves clearly and confidently Can retell simple stories / recounts	For Instance: Can develop ideas and feelings through sustained talk Can organise what they want to say so that it is clear to the listener Can give descriptions. Recall events / stories / recount experiences with some added detail to engage the listener	For Instance: Can talk about feelings, thought sand ideas with some detail to make meaning explicit Can present information clearly and in an appropriate form to the listener Can plan and present information verbally selecting the appropriate format and style to match the purpose Can sustain a longer conversation about a given topic
	Pupils should be taught to: • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	For Instance: Can remain focused on a conversation when not directly involved and are able to recall the main points when questioned	For Instance: Can show through the contributions made and questions asked that they have followed a conversation	For Instance: Can summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard
	Pupils should be taught to: • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	For Instance: Begin to offer ideas and suggestions based on what has been heard - for example in response to reading watching an experiment	For Instance: Develop ideas and expand on these building on what others say Adapt these ideas in light of new information	For Instance: Offer ideas and support these with reasoning. Be prepared to change these as new information comes to light and make reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus
	Pupils should be taught to: • speak audibly and fluently with an increasing command of Standard English	For Instance: Can speak clearly when talking in class. Speak in grammatically correct sentences	For Instance: Can speak to a wider audience e.g. whole school in assembly Can adapt speaking style to suit the audience	For Instance: Can articulate thoughts clearly when presenting to a range of audiences Can adopt a formal / informal tone as appropriate to the situation

Speaking & Listening

National Curriculum Spoken Language Statutory Requirements		Y 1/2	Y 3/4	Y 5/6
	Pupils should be taught to: • participate in discussions, presentations, performances, role play, improvisations and debates	For Instance: Know when it is their turn to speak in a simple presentation / discussion Take part in role play to find out about different characters and situations Take different roles in a drama / role play to explore how others felt about a character's actions	For Instance: Prepare and present information orally Participate in discussions by listening to others and building on from what has been said Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions	For Instance: Can present information in a variety of ways to a range of audiences Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused Perform to wider audiences combining words, gestures and movement Participate in debates, following appropriate etiquette, and conventions
	Pupils should be taught to: • gain, maintain and monitor the interest of the listener (s)	For Instance: Speak clearly so that the listener can hear what is said Organising thoughts into sentences before expressing them Choosing words to add interest or detail	For Instance: Adapt language, tone and style to suit the purpose of the listener Planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener	For Instance: Be aware of the listener and adapt talk to maintain the listener's interest Express and explain relevant ideas with some elaboration to make meaning explicit Maintain control and effective organisation of a talk to guide the listener Adapt vocabulary, grammar and non-verbal features to maintain listener's interest
	Pupils should be taught to: • consider and evaluate different viewpoints, attending to and building on the contributions of others	For Instance: Know that different people have different ideas / responses and recognise that these are as valuable as their own	For Instance: Take account of the viewpoints of others when building own arguments and offering responses	For Instance: Make reference to the viewpoints of others providing supporting evidence or counter-balancing these with their own opinions
	Pupils should be taught to: • select and use appropriate registers for effective communication.	For Instance: Notice how different speakers talk and consider why this might be the case	For Instance: Begin to adapt suitable styles of delivery dependent on task / audience Recognise how language choices vary in different situations	For Instance: Explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk

Spelling

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 1	Children should be taught to spell: • common exception words (CEW) • high frequency words (HFW) - the first 100 from Letters and Sounds (pg. 193) • compound words e.g. football, laptop, playground Plus: • days of the week • numbers to 20	Children should be taught to spell: • VC words • CVC words with short vowels • CVC words with long vowels • words with adjacent consonants • words with consonant digraphs and some vowel digraphs/trigraphs • alternative spellings for vowel phonemes e.g. /ai/, /ay/, /a-e/ • new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel, • words ending in –y e.g. very, happy, funny	Children should be taught to spell: • words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words) • the /ng/ sound spelt n before k • words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch') • plurals of nouns adding -s and -es to words • verbs where no change is needed to the root word: • adding endings -ing, -ed, -er • adjectives where no change is needed to the root word: • adding -er and -est	Children should be taught to spell: • words with the addition of the prefix un-		

Spelling

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 2	Children should be taught to spell: • common exception words (CEW) • high frequency words (HFW) - the first 200 from Letters and Sounds (pg 195)	Children should be taught to spell: • homophones and near homophones e.g. there/their/ they're, hear/here, see/ sea • words with alternative pronunciations from Letters and Sounds Phase 5	Children should be taught to spell: • words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words) • words with the /s/ sound spelt 'c' before 'e', 'i' ,'y' • words ending -le, -el, -al and - il • adding –ies to nouns and verbs ending in 'y' • adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it • adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it • adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel	Children should be taught to spell: • words with the suffixes -ment, -ness, -ful, -less and -ly • words ending in -tion	Children should be taught to spell: • words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words • words with the /r/ sound spelt 'wr' at the beginning of words	Children should be taught to spell: • words with contractions e.g. can't, didn't • words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's

Spelling

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 3/4	Children should be taught to spell: • words from the National Curriculum word list for Years 3 and 4 (pg 64)	Children should be taught to spell: • the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym • words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight • words containing the /u/ sound spelt 'ou' e.g. double, trouble • homophones and near homophones e.g. affect/ effect, berry/bury, fair/ fare, male/mail	Children should be taught to spell:	Children should be taught to spell: • adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing') • words using prefixes: un-,dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- • words using suffix-es: -ly, -ation, -ous • words with endings sounding / shun/: -tion, -sion, -ssion, -cian • words ending with the schwa sound: measure, creature	Children should be taught to spell: • Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist • words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine • words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique • words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene	Children should be taught to spell: • Possessive apostrophe with plural words e.g. girls' boys' babies' children's

Spelling

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 5/6	Children should be taught to spell: • words from the National Curriculum word list for Years 5 and 6 (pg. 71)	Children should be taught to spell: • words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough • homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed	Children should be taught to spell: • words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize	Children should be taught to spell: • words with the ending /shus/ spelt -cious or -tious • words with the ending /shul/ spelt -cial or -tial • words with the endings -ant, -ance/-ancy, -ent, -ence/-ency • words ending in -able and -ible • words ending in -ably and -ibly • adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the –fer is no longer stressed)	Children should be taught to spell: • words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb	Children should be taught to spell: • words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own

Vocabulary, Grammar and Punctuation

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 1	Content to be introduced: • regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) • suffixes that can be added to verbs (e.g. helping, helped, helper) • how the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	Content to be introduced: • how words can combine to make sentences • joining words and joining clauses using and	Content to be introduced: • sequencing sentences to form short narratives	Content to be introduced: • separation of words with spaces • introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • capital letters for names of people, places, days of the week and for the personal pronoun I	Terminology to be introduced: • word • sentence • letter • capital letter • full stop • punctuation • singular • plural • question mark • exclamation mark

Vocabulary, Grammar and Punctuation

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 2	Content to be introduced: • formation of nouns using suffixes such as -ness, -er • compound nouns • formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix) • use of the suffixes -er and -est to form comparisons of adjectives and adverbs • the use of -ly to turn adjectives into adverbs	Content to be introduced: • subordination (using when, if, that, because) and co-ordination (using or, and, or but) • expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) • sentences with different forms: statement, question, exclamation, command	Content to be introduced: • the consistent use of present tense versus past tense throughout texts • use of the continuous/ progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Content to be introduced: • capital letters, full stops, question marks and exclamation marks to demarcate sentences • commas to separate items in a list • apostrophes to mark contracted forms in spelling • apostrophes to mark singular possessions in nouns	Terminology to be introduced: • verb • tense (past, present) • adjective • noun • noun phrase • adverb • statement • question • exclamation • command • apostrophe • comma • compound • suffix

Vocabulary, Grammar and Punctuation

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 3	Content to be introduced: • formation of nouns using a range of prefixes, such as super-, anti-, auto- • use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) • word families based on common words	Content to be introduced: • expressing time, place and cause using: ⊇ conjunctions (e.g. when, before, after, while, so, because) ⊇ adverbs (e.g. then, next, soon, therefore) ⊇ or prepositions (e.g. before, after, during, in, because of)	Content to be introduced: • introduction to paragraphs as a way to group related material • headings and sub-headings to aid presentation • use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play)	Content to be introduced: • introduction to inverted commas to punctuate direct speech	Terminology to be introduced: • word family • conjunction • adverb • preposition • direct speech • inverted commas (or speech marks) • prefix • consonant • vowel • clause • subordinate clause

Vocabulary, Grammar and Punctuation

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 4	Content to be introduced: • the grammatical difference between plural and possessive –s • standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Content to be introduced: • fronted adverbials • use of commas after fronted adverbials (e.g. Later that day, I heard the bad news) • noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)	Content to be introduced: • use of paragraphs to organise ideas around a theme • appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Content to be introduced: • use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, “Sit down!”) • apostrophes to mark singular and plural possession (e.g. the girl’s name, the girls’ names)	Terminology to be introduced: • pronoun • possessive pronoun • adverbial • determiner

Vocabulary, Grammar and Punctuation

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 5	Content to be introduced: • converting nouns or adjectives into verbs using suffixes (e.g.-ate, -ise, -ify) • verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Content to be introduced: • relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • indicating degrees of possibility using modal verbs (e.g. might, should, will, must) • indicating degrees of possibility using adverbs (e.g. perhaps, surely)	Content to be introduced: • devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) • linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)	Content to be introduced: • brackets, dashes or commas to indicate parenthesis • use of commas to clarify meaning or avoid ambiguity	Terminology to be introduced: • relative clause • modal verb • relative pronoun • parenthesis • bracket • dash • cohesion • ambiguity

Vocabulary, Grammar and Punctuation

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 6	Content to be introduced: • the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said - reported, alleged, or claimed, find out – discover, ask for – request, go – enter) • how words are related by meaning as synonyms and antonyms (e.g. big, large, little)	Content to be introduced: • use of the passive voice to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse,' versus 'The window in the greenhouse was broken (by me)]. • the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive forms such as If I were or were they to come in some very formal writing and speech)	Content to be introduced: • linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis • layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Content to be introduced: • use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) • use of the colon to introduce a list and use of semi-colons within lists • punctuation of bullet points to list information • how hyphens can be used to avoid ambiguity (e.g. man-eating shark versus man-eating shark, or recover versus re-cover)	Terminology to be introduced: • active and passive voice • subject and object • hyphen • synonym • antonym • colon • semi-colon • bullet points • ellipsis

Mathematics

	Year 1	Year 2	Year 3
Number and Place Value	Pupils should be taught to: • 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 different multiples including ones, twos, fives and tens • given a number, identify one more and one less • identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers 1 to 20 in numerals and words	Pupils should be taught to: • count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward • recognise the value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representation, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems	Pupils should be taught to: • count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • identify, represent and estimate numbers using different representations • read and write numbers to at least 1000 in numerals and in words • solve number problems and practical problems involving these ideas

Mathematics

	Year 1	Year 2	Year 3
Addition and Subtraction	Pupils should be taught to: • read, write and interpret mathematical statements involving addition (+), subtraction (-), and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =□ - 9	Pupils should be taught to: • solve simple one-step problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ⊇ a two-digit number and ones ⊇ a two-digit number and tens ⊇ two two-digit numbers ⊇ adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems	Pupils should be taught to: • add and subtract numbers mentally, including: ⊇ a three-digit number and ones ⊇ a three-digit number and tens ⊇ a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Mathematics

	Year 1	Year 2	Year 3
Multiplication and Division	Pupils should be taught to: • solve one step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	Pupils should be taught to: • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs • show that multiplications of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Pupils should be taught to: • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects

Mathematics

	Year 1	Year 2	Year 3
Fractions	Pupils should be taught to: • 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	Pupils should be taught to: • recognise, find name and write fractions $^1/_3$, $^1/_4$, $^2/_4$, and $^3/_4$ of a length, shape, set of objects or quantity • write simple fractions e.g. $^1/_2$ of 6 = 3 and recognise the equivalent of two quarters and one half	Pupils should be taught to: • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole (e.g. $^5/_7 + ^1/_7 = ^6/_7$) • compare and order unit fractions with the same denominators • solve problems that involve all of the above

Mathematics

	Year 1	Year 2	Year 3
Measures	Pupils should be taught to: • compare, describe and solve practical problems for: ○ lengths and heights (e.g. long/short, longer/ shorter, tall/short, double/half) ○ mass or weight (e.g. heavy/light, heavier than, lighter than) ○ capacity/volume (e.g. full/empty, more than, less than, half, half full, quarter) ○ time (e.g. quicker, slower, earlier, later) • 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 • sequence events in chronological order using language (e.g. before, after, next, first, today, tomorrow, morning, afternoon and evening) • recognise and use the language relating to dates, including days of the week, weeks, months and years	Pupils should be taught to: • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/ capacity and record the results using <, > and = • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • compare and sequence intervals of time • tell and write 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	Pupils should be taught to: • 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 giving change, using both £ and p in practical contexts • tell and write the time from an analogue clock, including using Roman numerals from 1 to X11, and 12 hour and 24-hour clocks • estimate and read time to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events, for example to calculate the time taken by particular events or tasks.

Mathematics

		Year 1	Year 2	Year 3
Geometry	Properties of Shape	Pupils should be taught to: • 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)	Pupils should be taught to: • identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid • compare and sort common 2-D and 3-D shapes and everyday objects	Pupils should be taught to: • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with increasing accuracy • recognise angles as a property of shape and associate angles with turning • 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
	Position, Direction, Motion	• describe position, directions and movements, including half, quarter and three-quarter turns	• order and arrange combinations of mathematical objects in patterns • use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise/anti-clockwise)	
Statistics			• 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 totaling and compare categorical data	• interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions such as ‘How many more?’ and ‘How many fewer?’ using information presented in scaled bar charts and pictograms and tables

Mathematics

	Year 4	Year 5	Year 6
Number and Place Value	Pupils should be taught to: • count in multiples of 6, 7, 9, 25 and 100 • find 1000 more or less than a given number • count backwards through zero to include negative numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) • order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and understand how, over time, the numeral system changed to include the concept of zero and place value	Pupils should be taught to: • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals	Pupils should be taught to: • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number problems and practical problems that involve all of the above

Mathematics

	Year 4	Year 5	Year 6
Addition and Subtraction	Pupils should be taught to: • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	Pupils should be taught to: • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Pupils should be taught to: • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Mathematics

	Year 4	Year 5	Year 6
Multiplication and Division	Pupils should be taught to: • recall multiplication and division facts for multiplication tables up to 12 x 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutatively in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as which n objects are connected to m objects	Pupils should be taught to: • 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 • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those Involving decimals by 10, 100 and 1000 • recognise and use square numbers and cube numbers, and the notations, (^{2}) (^{3}) • 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	Pupils should be taught to: • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to context • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • using their knowledge of the order of operations to carry out calculations involving the four operations • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

Mathematics

	Year 4	Year 5	Year 6
Fractions (Including Decimals and Percentages)	Pupils should be taught to: • recognise and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten • solve problems involving increasingly harder fractions to calculate quantities, including non -unit fractions where the answer is a whole number • add and subtract fractions with the same denominator • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $^1/_4$; $^1/_2$, $^3/_4$ • find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measures and money problems involving fractions and decimals to two decimal places	Pupils should be taught to: • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one to the other and write mathematical statements >1 as a mixed number (e.g. $^2/_5 + ^4/_5 = ^6/_5 = 1\ ^1/_5$) • add and subtract fractions with the same denominator and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • read and write decimal numbers as fractions (e.g. 0.71 = $^{71}/_{100}$) • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to 3 decimal places • solve problems involving numbers up to 3 decimal places • recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents of $^1/_2$, $^1/_4$, $^1/+$, $^2/+$, $^4/+$ and those fractions with a denominator of a multiple of 10 or 25	Pupils should be taught to: • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions including fractions >1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. ¼ x ½ = $^1/_8$) • divide proper fractions by whole numbers (e.g. $^1/_3 \div 2 = ^1/_6$) • associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$) • identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Mathematics

	Year 4	Year 5	Year 6
Ratio and Proportion			Pupils should be taught to: • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages (e.g. of measures, and such as 15% of 360) and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
Algebra			Pupils should be taught to: • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables

Mathematics

	Year 4	Year 5	Year 6
Measurement	Pupils should be taught to: • convert between different units of measure (e.g. kilometre to metre; hour to minute) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting • estimate, compare and calculate different measures, including money in pounds and pence • 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	Pupils should be taught to: • convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes • estimate volume (e.g. using 1 cm^3 blocks to build cuboids (including cubes)) and capacity (e.g. using water) • solve problems involving converting between units of time • use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling	Pupils should be taught to: • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3) and extending to other units (e.g. mm^3 and km^3)

Mathematics

		Year 4	Year 5	Year 6
Geometry	Properties of Shape	Pupils should be taught to: • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify acute and obtuse angles and compare and order angels up to two right angles by size • 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	Pupils should be taught to: • identify 3-D shapes, including cubes and cuboids, from 2-D representations • know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles • draw given angles, measuring them in degrees (°) • identify ⊇ angles at a point and one whole turn (total 360°) ⊇ angles at a point on a straight line and ½ a turn (total 180°) ⊇ other multiples of 90˚ • use the properties of a rectangle to deduce related facts and find missing lengths and angles • distinguish between regular and irregular polygons based on reasoning about equal sides and angles	Pupils should be taught to: • draw 2D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Mathematics

		Year 4	Year 5	Year 6
Geometry continued	Position, Direction and Motion	Pupils should be taught to: • describe positions on a 2-D grid as coordinates in the first quadrant • describe movement between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon	Pupils should be taught to: • 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	Pupils should be taught to: • 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
Statistics		Pupils should be taught to: • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	Pupils should be taught to: • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables	Pupils should be taught to: • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average

Science

		Year 1/2	Year 3/4	Year 5/6
Working Scientifically	Asking Questions	Pupils should be taught to: • ask simple questions and recognise that they can be answered in different ways	Pupils should be taught to: • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests	Pupils should be taught to: • plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
	Measuring and Recording	Pupils should be taught to: • observe closely, using simple equipment • perform simple tests • gather and record data to help in answering questions	Pupils should be taught to: • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • gather, record, classify and present data in a variety of ways to help in answering questions	Pupils should be taught to: • take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
	Concluding	Pupils should be taught to: • identify and classify • use their observations and ideas to suggest answers to questions	Pupils should be taught to: • identify differences, similarities or changes related to simple scientific ideas and processes • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use straightforward scientific evidence to answer questions or to support their findings	Pupils should be taught to: • identify scientific evidence that has been used to support or refute ideas or arguments • report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
	Evaluating		Pupils should be taught to: • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Pupils should be taught to: • use test results to make predictions to set up further comparative and fair tests

Science

	Year 1	Year 2	Year 3
Plants	Pupils should be taught to: • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees	Pupils should be taught to: • 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	Pupils should be taught to: • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Animals, Including Humans	Pupils should be taught to: • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a 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	Pupils should be taught to: • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Pupils should be taught to: • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement

Science

	Year 1	Year 2	Year 3
Living Things and their Habitats		Pupils should be taught to: • explore and compare the difference 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 the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	

Science

	Year 1	Year 2	Year 3
Light			Pupils should be taught to: • recognise that they need light in order to see things and that the dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by a solid object • find patterns in the way that the size of shadows changes
Forces and Magnets			Pupils should be taught to: • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis on whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing

Science

	Year 1	Year 2	Year 3
Seasonal Change	Pupils should be taught to: • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies		
Materials	Everyday Materials Pupils should be taught to: • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties	Uses of Everyday Materials Pupils should be taught to: • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Rocks Pupils should be taught to: • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter

Science

	Year 4	Year 5	Year 6
Living Things and their Habitats	Pupils should be taught to: • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things	Pupils should be taught to: • 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	Pupils should be taught to: • 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
Animals, Including Humans	Pupils should be taught to: • 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	Pupils should be taught to: • describe the changes as humans develop to old age	Pupils should be taught to: • 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

Science

	Year 4	Year 5	Year 6
Evolution and Inheritance			Pupils should be taught to: • 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
States of Matter	Pupils should be taught to: • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature		

Science

	Year 4	Year 5	Year 6
Earth and Space		Pupils should be taught to: • describe the movement of the Earth, and other planets, relative to the Sun • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	
Forces		Pupils should be taught to: • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	

Science

	Year 4	Year 5	Year 6
Light			Pupils should be taught to: • 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
Sound	Pupils should be taught to: • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases		

Science

	Year 4	Year 5	Year 6
Electricity	Pupils should be taught to: • 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		Pupils should be taught to: • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram

Science

	Year 4	Year 5	Year 6
Properties and Changes of Materials		Pupils should be taught to: • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	

Art and Design

<table>
<tr><th colspan="2"></th><th>Year 1/2</th><th>Year 3/4</th><th>Year 5/6</th></tr>
<tr><td rowspan="2">Skills and Techniques</td><td></td><td>Pupils should be taught to:
• use a range of materials creatively to design and make products
• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</td><td colspan="2">Pupils should be taught to:
• create sketch books to record their observations and use them to review and revisit ideas
• improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</td></tr>
<tr><td>Creating Ideas</td><td>For instance:
Work from observation and known objects
Use imagination to form simple images from given starting points or a description
Begin to collect ideas in sketchbooks
Work with different materials
Begin to think what materials best suit the task</td><td>For instance:
Develop sketch books
Use a variety of ways to record ideas including digital cameras and iPads
Develop artistic/visual vocabulary to discuss work
Begin to suggest improvements to own work
Experiment with a wider range of materials
Present work in a variety of ways</td><td>For instance:
Select and develop ideas confidently, using suitable materials confidently
Improve quality of sketchbook with mixed media work and annotations
Select own images and starting points for work
Develop artistic/visual vocabulary when talking about own work and that of others
Begin to explore possibilities, using and combining different styles and techniques</td></tr>
</table>

Art and Design

		Year 1/2	Year 3/4	Year 5/6
Skills and Techniques continued	Drawing / Mark Making	*For instance:* *Begin to control lines to create simple drawings from observations* *Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel* *Hold a large paint brush correctly* *Make marks using paint with a variety of tools* *Consider consistency when applying paint* *Colour within the line* *Draw on smaller and larger scales* *Begin to add detail to line drawings*	*For instance:* *Use sketchbooks to record drawings from observation* *Experiment with different tones using graded pencils* *Include increased detail within work* *Draw on a range of scales* *Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)* *Use a variety of brushes and experiment with ways of marking with them* *Develop shadows* *Use of tracing*	*For instance:* *Use first hand observations using different viewpoints, developing more abstract representations* *Introduce perspective, fore/back and middle ground* *Investigate proportions* *Use a range of mediums on a range of backgrounds* *Work indoors and outdoors* *Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight*
	Working With Colour	*For instance:* *Recognise and name primary and secondary colours* *Mix primary colours to make secondary colours* *Share colour charts to compare variations of the same colour* *Create and experiment with shades of colour and name some of these* *Recognise warm and cold colours* *Create washes to form backgrounds* *Explore the relationship between mood and colour*	*For instance:* *Mix and match colours (create palettes to match images)* *Lighten and darken tones using black and white* *Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)* *Experiment with watercolour, exploring intensity of colour to develop shades* *Explore complementary and opposing colours in creating patterns*	*For instance:* *Build on previous work with colour by exploring intensity* *Introduce acrylic paint* *Develop watercolour techniques* *Explore using limited colour palettes* *Investigate working on canvas experiment with colour in creating an effect* *Mark make with paint (dashes, blocks of colour, strokes, points)* *Develop fine brush strokes*

Art and Design

		Year 1/2	Year 3/4	Year 5/6
Skills and Techniques continued	Printing	*For instance:* *Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control* *Develop controlled printing against outline /within cut out shapes* *Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns* *Experiment with marbling, investigating how ink floats and changes with movement*	*For instance:* *Use roller and ink printing. Use simple block shapes formed by children* *Blend two colours when printing* *Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays* *Form string roller prints to create continuous patterns*	*For instance:* *Create polystyrene printing blocks to use with roller and ink* *Explore mono-printing (see below for artists)* *Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point* *Experiment with screen printing* *Design and create motifs to be turned into printing block images* *Investigate techniques from paper printing to work on fabrics*
	Sculpture	*For instance:* *Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures* *Investigate a range of different materials and experiment with how they can be connected together to form simple structures* *Look at sculptures and try to recreate them using everyday objects/range of materials* *Begin to form own 3D pieces* *Consider covering these with papier-mâché* *Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools* *Look at sculptures by known artists and natural objects as starting points for own work*	*For instance:* *Develop confidence working with clay adding greater detail and texture* *Add colour once clay is dried* *Investigate ways of joining clay - scratch and slip* *Introduce 'Modroc'* *Create work on a larger scale as a group* *Use pipe cleaners/wire to create sculptures of human forms*	*For instance:* *Design and create sculpture, both small and large scale* *Make masks from a range of cultures and traditions, building a collage element into the sculptural process* *Use objects around us to form sculptures* *Use wires to create malleable forms* *Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with Modroc)* *Create human forms showing movement*

Art and Design

		Year 1/2	Year 3/4	Year 5/6
Skills and Techniques continued	Textile and Collage	*For instance:* *Develop collages, based on a simple drawing, using papers and materials* *Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc.)* *Weave using recycled materials – paper, carrier bags* *Investigate a range of textures through rubbings* *Simple batik work* *Develop tearing, cutting and layering paper to create different effects* *Dye fabrics using tea, red cabbage, beetroot, onion, spinach* *Weave with wool*	*For instance:* *Research embroidery designs from around the world, create own designs based on these* *Sew simple stiches using a variety of threads and wool* *Investigate tie-dying* *Create a collage using fabric as a base* *Make felt* *Develop individual and group collages, working on a range of scales* *Use a range of stimulus for collage work, trying to think of more abstract ways of showing views*	*For instance:* *Introduce fabric block printing* *Create tie dye pieces combining two colours* *Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.* *Weave using paintings as a stimulus / the natural world* *Experiment with circular embroidery frames* *Create detailed designs which can be developed into batik pieces*

Art and Design

	Year 1/2	Year 3/4	Year 5/6
Knowledge About Artists	Pupils should be taught: • 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	Pupils should be taught: • about great artists, architects and designers in history	
	For instance: *Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage)* *Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces* *Consider specific works such as Richard Long's 'Mud Hand Circle' (printing)* *Consider works from different cultures e.g. Chinese block prints*	*For instance: Use the work of artists to replicate ideas or inspire own work e.g.* *Look at the work of David Hockney e.g. photo montages (drawing)* *Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour)* *Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian* *Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture)* *Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing)* *Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour)* *Abstract paintings by Picasso (colour)* *Use the work of artist Stacey Chapman "" car" and other images on the internet (print)* *Look at work of Henry Moore (sculpture)* *Consider work by contemporary textile artist Patricia Greaves (textiles).*	*For instance: Use the work of artists to replicate ideas or inspire own work e.g.* *Consider work by artists such as Cezanne, Derain, Van Gogh (colour)* *Look at the style of Fauve artists Derain, Vlaminck and Braque* *Consider the work of Seurat (pointillism –colour)* *Look at the work of artists that used monoprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print)* *Consider work of Cornelia Parker (sculpture)* *Consider the work from other cultures e, g Asia* *Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (colour)* *Look at cubist artists such as Picasso, Duchamp to show movement/ layering* *Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol)* *Artists such as Claude Lorrain, Poussin, Jan Beaney and Annemeike Mein could be discussed as starting points.*

Computing

	Year 1/2	Year 3/4	Year 5/6
Computer Science	Pupils should be taught to: • understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs	Pupils should be taught to: • design write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts • use sequence, selection and repetition in programs • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Pupils should be taught to: • design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts • use sequence, selection and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
	For instance: *Pupils learn to program a basic floor turtle such as a BeeBot to navigate increasingly complex routes and are able to debug their instructions when the turtle does not reach the intended destination* *Pupils learn to program an onscreen app such as BeeBot or Kodable to complete a set task and are able to debug their instructions when the turtle does not reach the intended destination* *Pupils use a more complex turtle with standard units to navigate increasingly complex routes, and are able to debug their instructions when the turtle does not reach the intended destination* *Extension - Pupils learn to use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen* *Extension - Pupils create a 3D environment, using a graphical language such as Kodu. They link this to a story such as an island adventure*	*For instance:* *Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern* *Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint* *Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon* *Extension - Pupils create a simple game using a graphical language such as Kodu or Scratch*	*For instance:* *Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon. They are able to explain how their program works* *Pupils create a computer game, using a graphical language such as Scratch or Kodu* *Extension – Pupils learn to use and program a raspberry pi to complete a basic task*

Computing

	Year 1/2	Year 3/4	Year 5/6
Computer Science continued	Pupils should be taught to: • recognise common uses of information technology beyond school	Pupils should be taught to: • recognise common uses of information technology beyond school	Pupils should be taught to: • understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration
	For instance: *Pupils learn about some of the uses of the internet*	*For instance:* *Pupils learn to collaborate electronically by blogging - mailing and working on shared documents using the pupil sites of the DLG*	*For instance:* *Pupils learn to collaborate electronically by blogging -mailing and working on shared documents using the pupil sites of the DLG. This can be extended to working with other schools* *Pupils learn that connected devices exchange packets of data and this can convey a range of information from a text to a video call*

Computing

	Year 1/2	Year 3/4	Year 5/6
Digital Literacy	Pupils should be taught to: • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies	Pupils should be taught to: • Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact	Pupils should be taught to: • use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact
	For instance: *Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information* *Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not* *Pupils are introduced to the basics of online searching* *Pupils learn to explore websites and to say whether they like them or not and why*	*For instance:* *Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information* *Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge* *Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment* *Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others*	*For instance:* *Pupils learn that the internet is a great place where online relationships can be developed. They compare and contrast online friends and real life, face to face friends and learn how to respond if an online friend asks them a personal question* *Pupils learn to create secure passwords for their accounts, learn about spam and how to deal with it, and decode website privacy policies, understanding the implications for the info that they share online* *Pupils explore their roles as digital citizens in an online community, where they reflect on their responsibilities and learn that good digital citizens are responsible and respectful in the digital world* *Pupils begin to explore the nature of online audiences and permanency of information online. They begin to understand the significance of published information and personal information* *Pupils understand what it means to be a good digital citizen as they interact with others online by understanding how to prevent and respond to cyberbullying. They also learn how to communicate effectively to prevent miscommunication in order to be a responsible member of a connected culture*

Computing

	Year 1/2	Year 3/4	Year 5/6
Digital Literacy continued		*continued* *Pupils explore how they interact with others and are introduced to the concept of cyberbullying. They also learn how to communicate to be a responsible member of a connected culture effectively in order to prevent miscommunication*	*continued* *Pupils begin to consider the impact of their online presence on their own self- image and the way others see them and explore how to construct a positive online profile* *Pupils learn the 'do's and don'ts' of copying and pasting information to avoid plagiarism. They learn how to avoid plagiarism by putting information in their own words, putting excerpted information into quotes, and providing citations. They learn to show respect for other people's creations by giving them credit*
		• use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content	• use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content
		For instance: *Pupils are introduced to the basics of online searching, including how to use effective keywords. They also learn to conduct searches that provide them with the most helpful and relevant information*	*For instance:* *Pupils explore issues relating to online searching, including how to use effective keywords, using directories and subject categories, and how to analyse the usefulness and relevancy of the results. They learn to conduct searches that provide them with the most helpful and relevant information* *Pupils develop skills for evaluating websites, online information and advertising by rating the trustworthiness and usefulness of websites, and learning to identify the different types of online advertising*

Computing

	Year 1/2	Year 3/4	Year 5/6
ICT	Pupils should be taught to: • use technology purposefully to create, organise, store, manipulate and retrieve digital content	Pupils should be taught to: • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Pupils should be taught to: • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
	For instance: *Digital Publishing: Pupils learn to use basic word processing package and to write and illustrate a short story* *Presentation: Pupils learn to make simple presentations* *Graphics: Pupils learn to create a simple digital painting* *Animations: Pupils learn to make a simple animation for instance in Puppet Pals* *Media: Pupils learn to use digital cameras and microphones for a purpose* *Working with data: Pupils learn to create and use a pictogram* *Modelling: Pupils explore online simulations such as Charlie Chimp*	*For instance:* *Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject* *Presentations: Pupils learn to write and deliver a presentation on a given subject* *Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work* *Animations: Pupils learn how to develop a storyboard and then create a simple animation using for instance 'Puppet Pals' or 'Stop Motions' Animation'* *Sound and video: Pupils record and edit media to create a short sequence* *Working with data: Pupils learn to search, sort and graph information*	*For instance:* *Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject, incorporating a range of media* *Presentations: Pupils learn to write and deliver a presentation, incorporating a range of media* *Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work and incorporate it in a wider project* *Animations: Pupils learn how to develop a storyboard and then create a simple animation using for instance Puppet pals' or 'Stop Motions Animation' - this may be extended by editing the final product in using video editing software* *Sound and video: Pupils record and edit media to create a short sequence - extended by editing the final product in using video editing software* *Working with data: Pupils learn to search, sort and graph information* *Modelling: Pupils learn how to use a spreadsheet to model data*

Design and Technology

		Year 1/2	Year 3/4	Year 5/6
Design		Pupils should be taught to: • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Pupils should be taught to: • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	
	Contexts, Uses and Purposes	*For instance:* *State the purpose of the design and the intended user* *Explore materials, make templates and mock ups e.g. moving picture / lighthouse*	*For instance:* *Gather information about the needs and wants of particular individuals and groups* *Develop their own design criteria and use these to inform their ideas* *Research designs*	*For instance:* *Carry out research, using surveys, interviews, questionnaires and web-based resources* *Identify the needs, wants, preferences and values of particular individuals and groups* *Develop a simple design specification to guide their thinking* *Recognise when their products have to fulfil conflicting requirements*
	Ideas	*For instance:* *Generate own ideas for design by drawing on own experiences or from reading*	*For instance:* *Share and clarify ideas through discussion* *Model their ideas using prototypes and pattern pieces* *Use annotated sketches, cross-sectional drawings and diagrams* *Use computer-aided design*	*For instance:* *Generate innovative ideas, drawing on research* *Make design decisions, taking account of constraints such as time, resources and cost* *Develop prototypes*

Design and Technology

<table>
<tr><th colspan="2"></th><th>Year 1/2</th><th>Year 3/4</th><th>Year 5/6</th></tr>
<tr><td rowspan="3">Make</td><td></td><td>Pupils should be taught to:
• select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]
• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic</td><td colspan="2">Pupils should be taught to:
• select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately
• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</td></tr>
<tr><td>Planning</td><td>For instance:
Select from a range of tools and equipment explaining their choices
Select from a range of materials and components according to their characteristics</td><td colspan="2">For instance:
Select tools and equipment suitable for the task
Explain their choice of tools and equipment in relation to the skills and techniques they will be using
Select materials and components suitable for the task
Explain their choice of materials and components according to functional properties and aesthetic qualities
Order the main stages of making
Produce detailed lists of tools, equipment and materials that they need</td></tr>
<tr><td>Practical Skills and Techniques</td><td rowspan="2">For instance:
Follow procedures for safety
Use and make own templates
Measure, mark out, cut out and shape materials and components
Assemble, join and combine materials and components
Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples
Use finishing techniques, including those from art and design</td><td colspan="2">For instance:
Follow procedures for safety
Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</td></tr>
<tr><td></td><td>Measure, mark out, cut and shape materials and components with some accuracy
Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy</td><td>Accurately measure to nearest mm, mark out, cut and shape materials and components
Accurately assemble, join and combine materials/ components
Accurately apply a range of finishing techniques, including those from art and design
Use techniques that involve a number of steps
Demonstrate resourcefulness, e.g. make refinements</td></tr>
</table>

Design and Technology

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<tr><th colspan="2"></th><th>Year 1/2</th><th>Year 3/4</th><th>Year 5/6</th></tr>
<tr><td rowspan="5">Evaluate</td><td></td><td>Pupils should be taught to:
• explore and evaluate a range of existing products
• evaluate their ideas and products against design criteria</td><td colspan="2">Pupils should be taught to:
• investigate and analyse a range of existing products
• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
• understand how key events and individuals in design and technology have helped shape the world</td></tr>
<tr><td rowspan="2">Own Ideas and Products</td><td rowspan="2">For instance:
Talk about their design ideas and what they are making
Make simple judgements about their products and ideas against design criteria
Suggest how their products could be improved
Evaluating products and components used</td><td colspan="2">For instance:
Identify the strengths and weaknesses of their ideas and products
Consider the views of others, including intended users, to improve their work
Refer back to their design criteria as they design and make
Use their design criteria to evaluate their completed products</td></tr>
<tr><td>Identify the strengths and weaknesses of their ideas and products
Consider the views of others, including intended users, to improve their work</td><td>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make
Compare their ideas and products to their original design specification</td></tr>
<tr><td rowspan="2">Existing Products</td><td rowspan="2">For instance:
Investigate - what products are, who they are for, how they are made and what materials are used</td><td colspan="2">For instance:
Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants</td></tr>
<tr><td>Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused</td><td>Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are</td></tr>
<tr><td>Key Events/</td><td></td><td colspan="2">For instance
Identify great designers and their work and use research of designers to influence work</td></tr>
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Design and Technology

<table>
<tr><th colspan="2"></th><th>Year 1/2</th><th>Year 3/4</th><th>Year 5/6</th></tr>
<tr><td rowspan="2">Technical Knowledge</td><td></td><td>Pupils should be taught to:
• build structures, exploring how they can be made stronger, stiffer and more stable
• explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products</td><td colspan="2">Pupils should be taught to:
• apply their understanding of how to strengthen, stiffen and reinforce more complex structures
• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
• understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]
• apply their understanding of computing to program, monitor and control their products</td></tr>
<tr><td>Making Products Work</td><td>For instance:
Understand about the simple working characteristics of materials and components
Understand about the movement of simple mechanisms including levers, sliders (Year 1) wheels and axles (Year 2)
Understand that food ingredients should be combined according to their sensory characteristics
Know the correct technical vocabulary for the projects they are undertaking
Understand how freestanding structures can be made stronger, stiffer and more stable</td><td colspan="2">For instance:
Understand how to use learning from science and maths to help design and make products that work
Know that materials have both functional properties and aesthetic qualities
Know that materials can be combined and mixed to create more useful characteristics
Know that mechanical and electrical systems have an input, process and output
Use the correct technical vocabulary for the projects they are undertaking</td></tr>
<tr><td colspan="2"></td><td>Understand how levers and linkages or pneumatic systems create movement
Understand how simple electrical circuits and components can be used to create functional products
Understand how to program a computer to control their products
Know how to make strong, stiff shell structures
Know that a single fabric shape can be used to make a 3D textiles product
Know that food ingredients can be fresh, pre-cooked and processed</td><td>Understand how cams, pulleys and gears create movement
Understand how more complex electrical circuits and components can be used to create functional products
Understand how to program a computer to monitor changes in the environment / control their products
Know how to reinforce/strengthen a 3D framework
Know that a 3D textiles product can be made from a combination of fabric shapes
Know that a recipe can be adapted a by adding or substituting one or more ingredients</td></tr>
</table>

Design and Technology

		Year 1/2	Year 3/4	Year 5/6
Cooking and Nutrition		Pupils should be taught to: • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	Pupils should be taught to: • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	
	Where Food Comes From	*For instance:* *Know where food comes from*	*For instance:* *Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world* *Know that seasons may affect the food available* *Understand how food is processed into ingredients that can be eaten or used in cooking*	
	Food Preparation, Cooking and Nutrition	*For instance:* *Use appropriate equipment to weigh and measure ingredients* *Prepare simple dishes safely and hygienically, without using a heat source* *Use techniques such as cutting* *Name and sort foods into the five groups of the 'eat well' plate* *Know that everyone should eat at least five portions of fruit and vegetables every day*	*How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source* *How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking* *Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate* *Know that to be active and healthy, food is needed to provide energy for the body* *Measure using grams* *Follow a recipe*	*Know that recipes can be adapted to change the appearance, taste, texture and aroma* *Know that different foods contain different substances - nutrients, water and fibre - that are needed for health* *Understand the need for correct storage* *Measure accurately* *Work out ratios in recipes*

Geography

	Year 1/2	Year 3/4	Year 5/6
Locational Knowledge	Pupils should be taught to: • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Pupils should be taught to: • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)	
Place Knowledge	Pupils should be taught to: • understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country	Pupils should be taught to: • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	
Human and Physical Geography	Pupils should be taught to: • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: ⊇ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ⊇ key human features, Inc. city, town, village, factory, farm, house, office, port, harbour, shop	Pupils should be taught to: • describe and understand key aspects of: ⊇ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ⊇ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	

Geography

	Year 1/2	Year 3/4	Year 5/6
Geographical Skills and Fieldwork	Pupils should be taught to: • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	Pupils should be taught to: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	

Geography

		Year 1/2		Year 3/4		Year 5/6	
Geographical Skills and Fieldwork continued	Map Skills	*For instance:* *<u>Using maps</u>* *Use a simple picture map to move around the school* *Use relative vocabulary such as bigger, smaller, like, dislike* *Use directional language such as near and far, up and down, left and right, forwards and backwards* *<u>Map knowledge</u>* *Use world maps to identify the UK in its position in the world.* *Use maps to locate the four countries and capital cities of UK and its surrounding seas* *<u>Making maps</u>* *Draw basic maps, including appropriate symbols and pictures to represent places or features* *Use photographs and maps to identify features*	*For instance:* *<u>Using maps</u>* *Follow a route on a map* *Use simple compass directions (North, South, East, West)* *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features* *<u>Map knowledge</u>* *Locate and name on a world map and globe the seven continents and five oceans.* *Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles* *<u>Making maps</u>* *Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)* *Use and construct basic symbols in a key*	*For instance:* *<u>Using maps</u>* *Follow a route on a map with some accuracy* *Locate places using a range of maps including OS & digital* *Begin to match boundaries (e.g. find same boundary of a country on different scale maps)* *Use 4 figure compasses, and letter/number co-ordinates to identify features on a map* *<u>Map knowledge</u>* *Locate the UK on a variety of different scale maps* *Name & locate the counties and cities of the UK* *<u>Making maps</u>* *Try to make a map of a short route experiences, with features in current order* *Create a simple scale drawing* *Use standard symbols, and understand the importance of a key*	*For instance:* *<u>Using maps</u>* *Follow a route on a large-scale map* *Locate places on a range of maps (variety of scales)* *Identify features on an aerial photograph, digital or computer map* *Begin to use 8 figure compass and four figure grid references to identify features on a map* *<u>Map knowledge</u>* *Locate Europe on a large-scale map or globe,* *Name and locate countries in Europe (including Russia) and their capitals cities* *<u>Making maps</u>* *Recognise and use OS map symbols, including completion of a key and understanding why it is important* *Draw a sketch map from a high viewpoint*	*For instance:* *<u>Using maps</u>* *Compare maps with aerial photographs* *Select a map for a specific purpose* *Begin to use atlases to find out other information (e.g. temperature)* *Find and recognise places on maps of different scales* *Use 8 figure compasses, begin to use 6 figure grid references.* *<u>Map knowledge</u>* *Locate the world's countries, focus on North & South America* *Identify the position and significance of lines of longitude & latitude* *<u>Making maps</u>* *Draw a variety of thematic maps based on their own data* *Draw a sketch map using symbols and a key,* *Use and recognise OS map symbols regularly*	*For instance:* *<u>Using maps</u>* *Follow a short route on an OS map* *Describe the features shown on an OS map* *Use atlases to find out data about other places* *Use 8 figure compass and 6 figure grid reference accurately* *Use lines of longitude and latitude on maps* *<u>Map knowledge</u>* *Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages* *<u>Making maps</u>* *Draw plans of increasing complexity* *Begin to use and recognise atlas symbols*

History

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<tr><th></th><th colspan="2">Year 1/2</th><th colspan="2">Year 3/4</th><th colspan="2">Year 5/6</th></tr>
<tr><td></td><td colspan="2">Pupils should be taught about:
• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
• events beyond living memory that are significant nationally or globally
• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</td><td colspan="4">Pupils should be taught about:
• changes in Britain from the Stone Age to the Iron Age
• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
• Ancient Greece – a study of Greek life and achievements and their influence on the western world
• the Roman Empire and its impact on Britain
• Britain's settlement by Anglo-Saxons and Scots
• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
• a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
• a local history study</td></tr>
<tr><td>Suggested Focused Enquiries</td><td>For instance:
I'm making History
History on my doorstep – where shall we go?
Who / what made my corner of the world special long ago?</td><td>For instance:
Who was here before me?
To bravely go! - Explorers and adventurers
Who made history?
Happy holidays now and then</td><td>For instance
Stone age to Iron age – Who was here before me?
Early civilisation –why are there pyramids in Ancient Egypt?</td><td>For instance
What did the Ancient Greeks do for us?
Why did the Ancient Romans march through Durham?</td><td>For instance
What happened to Britain when the Romans left?
How vicious were the Vikings?</td><td>For instance
Who was making history in faraway places?
A magnificent millennium – how did Britain change between 1000 – 2000?</td></tr>
</table>

History

	Year 1/2	Year 3/4	Year 5/6
Chronology	*For instance:* *Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time* *Show where places, people and events fit into a broad chronological framework* *Begin to use dates*	*For instance:* *Develop increasingly secure chronological knowledge and understanding of history, local, British and world* *Put events, people, places and artefacts on a time-line* *Use correct terminology to describe events in the past*	*For instance:* *As Year 3/4, and* *Use greater depth and range of knowledge*
Historical Terms	*For instance:* *Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my .. were younger, years, decades, centuries*	*For instance:* *Develop use of appropriate subject terminology, such as: empire, civilisation, monarch*	*For instance:* *Record knowledge and understanding in a variety of ways, using dates and key terms appropriately*
Historical Enquiry	*For instance:* *Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why? Who was involved?* *Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites* *Choose and use parts of stories and other sources to show understanding of events* *Communicate understanding of the past in a variety of ways*	*For instance:* *Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance* *Suggest where we might find answers to questions considering a range of sources* *Understand that knowledge about the past is constructed from a variety of sources* *Construct and organise responses by selecting relevant historical data*	*For instance:* *Devise, ask and answer more complex questions about the past, considering key concepts in history* *Select sources independently and give reasons for choices* *Analyse a range of source material to promote evidence about the past* *Construct and organise response by selecting and organising relevant historical data*

History

	Year 1/2	Year 3/4	Year 5/6
Interpreting History	*For instance* *Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays*	*For instance* *Be aware that different versions of the past may exist and begin to suggest reasons for this*	*For instance* *Understand that the past is represented and interpreted in different ways and give reasons for this*
Continuity and Change	*For instance* *Discuss change and continuity in an aspect of life, e.g. holidays*	*For instance:* *Describe and begin to make links between main events, situations and changes within and across different periods and societies*	*For instance:* *As Year 3/4, and* *Use a greater depth of historical knowledge*
Causes and Consequences	*For instance:* *Recognise why people did things* *Recognise why some events happened* *Recognise what happened as a result of people's actions or events*	*For instance:* *Identify and give reasons for historical events, situations and changes* *Identify some of the results of historical events, situations and changes*	*For instance:* *Begin to offer explanations about why people in the past acted as they did*
Similarities / Differences	*For instance:* *Identify similarities and differences between ways of life in different periods, including their own lives*	*For instance:* *Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual*	*For instance:* *Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual*
Significance	*For instance:* *Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why*	*For instance:* *Identify and begin to describe historically significant people and events in situations*	*For instance:* *Give reasons why some events, people or developments are seen as more significant than others*

Languages

	Year 3	Year 4	Year 5	Year 6
	Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing			

Languages

	Year 3	Year 4	Year 5	Year 6
Speaking and Listening	*For instance:* *Respond to simple questions with support from a spoken model or visual clue* *Respond to spoken instructions* *Recognise numbers 1–20* *Discriminate sounds and identify meaning when items are repeated several times* *Greet others with confidence and reply to the questions* *Know a well-known children's song in language studied* *Sing a song from memory, with clear pronunciation* *Identify common nouns* *Begin to know some key vocabulary e.g. body parts, colours*	*For instance:* *Identify and pronounce accurately the names of some countries and towns* *Sing a song from memory on a related topic* *Listen with care* *Listen to a story and select keywords and phrases from it* *Ask and answer simple questions with correct intonation* *Remember a sequence of spoken words* *Speak clearly and confidently* *Initiate a conversation when working with a partner* *Express opinions*	*Understand numbers in multiples of 10 up to 100* *Understand and give simple directions* *Say that they don't understand and ask for something to be repeated* *Give information* *Use short sentences when asking and answering questions* *Prepare a short talking task alone or with a partner and present this with reasonable pronunciation* *Listen to a story or poem and identify key words and phrases*	*Follow short descriptions in order to find specific information* *Devise and perform a short sketch in role play situation* *Demonstrate creativity and imagination in using known language in new contexts* *Listen attentively and understand more complex phrases and sentences* *Understand longer and more complex phrases or sentences* *Use spoken language confidently to initiate and sustain conversations and to tell stories* *Prepare a short presentation on a familiar topic* *Be understood when speaking in a different language*
Reading	*For instance:* *Sequence written instructions* *Recognise some familiar words in written form* *Recognise and read known sounds within words* *Read some key vocabulary*	*For instance:* *Understand words displayed in the classroom* *Research additional vocabulary using a dictionary* *Read familiar words and join in with a non-fiction text / story*	*For instance:* *Show understanding of a short text containing familiar and unfamiliar language* *Retrieve information from a text* *To make predictions based on existing knowledge* *Read aloud to a partner or small group*	*For instance:* *Use knowledge of word order and sentence construction to support the understanding of written text* *Read and understand the main points and some detail from a short-written passage* *Read aloud with confidence*

Languages

	Year 3	Year 4	Year 5	Year 6
Writing	*For instance:* *Write some of the numbers to 20 from memory* *Experiment with writing simple words* *Copy accurately in writing some key words* *Copy or label using single words or short phrases*	*For instance:* *Write familiar words and simple phrases from a model* *Understand and write a short email using structures learnt*	*For instance:* *Write a simple poem* *Write short sentences in a presentation or booklet* *Write simple instructions accurately* *Write sentences on a range of topics using a model*	*For instance:* *Write sentences using some description* *Apply a range of linguistic knowledge to create simple, written pieces that can be understood* *Use dictionaries to support writing*
Knowledge About Languages	*For instance:* *Understand and start to use some basic core structures*	*For instance:* *Understand the main core structures and begin to use some actively.* *Identify phonemes that are the same as or different from English or other languages they know*	*For instance:* *Use agreements of adjectives* *Manipulate language by changing an element in a sentence*	*For instance:* *Understand and use negatives* *Recognise patterns in the foreign language*
Knowledge About the	*For instance:* *Start to understand cultural similarities and differences and how festivals are celebrated* *Understand the differences in social conventions when people greet each other*	*For instance:* *Identify counties where selected language is spoken* *Investigate aspects of lifestyle in selected country e.g. food or leisure activities* *Investigate weather patterns of select country*	*For instance:* *Look at further aspects of everyday lives from the perspective of someone from another country* *Learn about places of interest/ importance within the county studied*	*For instance:* *Present information about an aspect of culture* *Compare and contrast countries where language is spoken with this country* *Investigate famous people / events from the chosen country to be studied* *Investigate cultural differences*

Music

		Year 1/2	Year 3/4	Year 5/6
Performing - Singing		Pupils should be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	
	Vocal Expression / Effects	*For instance:* *Use their voices confidently to create sound effects* *Explore different types of voices* *Sing songs in different ways and discuss the effect*	*For instance:* *Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch)*	*For instance:* *Create different vocal effects when singing and rapping*
	Chants and Rhymes	*For instance:* *Chant words expressively using known songs and rhymes* *Chant and clap in time with a steady pulse*	*For instance:* *Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing* *Play singing games and clapping games* *Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter)*	*For instance:* *Sing songs in unison and two parts* *Maintain their own part when singing songs written in two parts* *Sing songs written in different metres - tap the pulse on the strong beats*

		Year 1/2	Year 3/4	Year 5/6
Performing - Singing continued	Pitching	*For instance:* *Listen to notes G - E played on chime bars. Use the tune found in playground songs e.g. 'I'm the King of the Castle', to find their singing voice and match pitches* *Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice* *Follow the shape of the melody when singing songs. (Use hand/arm to gesture)*	*For instance:* *Sing in tune in a group and alone* *Sing using a limited range of notes (i.e. middle C to D octave above)*	*For instance:* *Sing with control of pitch*
	Singing	*For instance:* *Sing songs while maintaining a steady beat: tapping/walking* *Sing songs at different speeds* *Sing the same song in different ways: loud, quiet; fast, slow, and in various moods* *Use the 'thinking voice' - i.e. sing the words in their head* *Play singing games in which children sing phrases alone* *Sing songs expressively increasingly in tune within a limited pitch* *Recognise phrase lengths and know when to breathe with an attention to posture* *Use movements to show phrases* *Perform each phrase in a different way*	*For instance:* *Sing words/phrases of a song in their heads (thinking voice)* *Sing with expression* *Sing/play appropriate material confidently and fluently* *Make improvements to singing - rehearse together to achieve objectives* *Use graphic notation to illustrate the shape and formation of melodies*	*For instance:* *Sing/play with increased control, expression, fluency and confidence* *Sing with clear diction, a sense of phrase and musical expression* *Control breathing, posture and sound projection.* *Breathe in agreed places to identify phrases.* *Recognise structures in known songs (identify repeated phrases)* *Sing a round in two parts - identify the melodic phrases and how they fit together* *Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies*

		Year 1/2	Year 3/4	Year 5/6
Performing - Playing		Pupils should be taught to: • play tuned and un-tuned instruments musically	Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • use and understand staff and other musical notation	
	Identify Instruments / Sound Effects	*For instance:* *Describe, name and group a variety of instruments* *Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together*	*For instance:* *Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch)* *Select instruments and create sounds to describe visual images*	
	Control	*For instance:* *Handle and play a variety of tuned and un-tuned instruments with control* *Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands* *Add an instrument to play on the beat and one to play with the rhythm* *The children mark the pulse of a song with stamps/ claps* *Chant/sing clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting* *Count with a steady pulse* *Contribute ideas and control sounds as part of a class composition and performance*	*For instance:* *Keep in time with a steady pulse when playing instruments* *Perform a repeated pattern to a steady pulse* *Maintain own part with awareness of how the different parts fit together to achieve an overall effect*	*For instance:* *Play instruments with control and rhythmic accuracy* *Perform a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated. SAMBA, STREET BAND or AFRICAN DRUMMING* *Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part* *Play simple chords in sequence* *Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment* *Subdivide the pulse keeping to a steady beat. e.g. count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semi-breve) holding for 4 full beats*

		Year 1/2	Year 3/4	Year 5/6
Performing - Playing continued	Notation	*For instance:* *Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet* *Make a picture label for each group of instruments* *Play together, using symbols as a support* *Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short.* *Make two flash cards, one for long and one for short sounds* *Perform long and short sounds in response to symbols* *Play and sing phrases from dot notation using 'pitch cards' - High/Middle/Low -* *Interpret the pattern on the card e.g. H-H-L or L-M-H or H-L-H*	*For instance:* *Play new pieces by ear and from simple notations*	*For instance:* *Perform significant parts from memory and from notations*
	Evaluating	*For instance:* *Evaluate own music and that of others* *Discuss what was good* *Suggest how it might be improved*	*For instance:* *Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it* *Contribute to a class performance* *Rehearse together to achieve objectives* *Suggest Ideas and preparations for performances*	*For instance:* *Rehearse with others and help achieve a high-quality performance showing an awareness of the audience* *Refine and improve their own and others' work in relation to the intended effect* *Perform with awareness of audience, venue and occasion*

		Year 1/2	Year 3/4	Year 5/6
Improvising and Experimenting		Pupils should be taught to: • experiment with, create, select and combine sounds using the inter-related dimensions of music	Pupils should be taught to: • 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	
	Explore and Make Sounds	*For instance:* *Explore different sounds using body percussion* *Make various sound effects to describe selected/ thematic words* *Suggest which instruments would make a particular sound* *Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas* *Make own short sequence of sounds using symbols as a support* *Make sounds and recognise how they can communicate ideas* *Create and choose sounds in response to stimulus e.g. night-time, the seaside etc.* *Suggest instruments that make sounds like those described by the selected words and create sound pictures* *Children order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support* *Create a sound story*	*For instance:* *Recognise and explore the ways sounds can be combined and used expressively* *Identify how songs are structured and accompanied* *Express song meanings/lyrics using voices or instruments* *Identify and control different ways instruments make sounds*	*For instance:* *Develop musical imagination through experimenting, improvising and adapting sounds* *Explore different textures of un-tuned sounds* *Explore the relationship between sounds* *Explore different combinations of vocal sounds*

		Year 1/2	Year 3/4	Year 5/6
Improvising and Experimenting continued	**Control and Change Sounds**	*For instance:* *Identify how sounds can be changed e.g. grip triangle to 'stop it from vibrating well and release it to enable a full, vibrating sound* *Identify the pulse and explore getting faster and slower* *Experiment with different timbres (sound qualities)* *Explore the concepts: loud/quiet, high/low, fast/slow* *Explore the effect of silence* *Experiment and change sounds* *Make instruction flash cards showing selected words or symbols and hold up to play from to help children remember the different sections of a composition* *Experiment to improve the intended effect* *Give the composition a title*	*For instance:* *Explore repeated patterns in music/art/dance* *Create repeated patterns and combine several layers of sound with awareness of the combined effect*	*For instance:* *Devise more complex rhythmic patterns using semi-quavers and rests* *Improvise rhythmic patterns over a steady pulse with confidence* *Fit different rhythmic patterns together and maintain own part with awareness of the pulse*

		Year 1/2	Year 3/4	Year 5/6
Improvising and Experimenting continued	**Create Rhythms and Melodies**	*For instance:* *Begin to internalise and create rhythmic patterns* *Use words/phrases (these could be from songs days of week/months of year) - tap them out* *Make up simple dance patterns – keeping in time with the pulse and including rhythms* *Use voices to provide sound effects* *Create long and short sounds on instruments.* *Find and play by ear, phrases of well-known songs on tuned instruments* *Make up three-note tunes independently* *Record their own tunes - use colours instead of note names* *Create songs of their own using high-middle-low pitches*	*For instance:* *Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA)*	*For instance:* *Recognise combinations of pitched sounds - concords and discords* *Identify and play CM diatonic Chords C-F-G-Am-Dm* *Improvise - developing rhythmic and melodic material within given structures - when performing*
	Electronic		*For instance:* *Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds*	*For instance:* *Use ICT / electronic devices, (microphones and recording equipment) to change and manipulate sounds*

	Year 1/2	Year 3/4	Year 5/6
Composing		Pupils should be taught to: • improvise and compose music for a range of purposes using the inter-related dimension of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations	
		For instance: *Combine sounds to create textures* *Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movements-actions* *Compose sequences using notated rhythms* *Join sequences together to create structures of rhythmic, descriptive or dance patterns* *Select and sequence pitches (limited range) to create melodic phrases* *Add words to melodic phrases to create a class/group song* *Compose music in pairs - and small groups* *Explore, choose, combine, organise and record musical ideas within musical structures* *Use a variety of notations including 'graphic score' - picto-grams etc.* *Develop an ability to represent sounds and symbols in movement/words/with instruments* *Use staff notation as a support* *Look at the music and follow each part*	*For instance:* *Create textures by combining sounds* *Compose music to describe images* *Create music that describes two contrasting moods* *Internalise sounds, then select, combine and exploit a range of different sounds to compose a sound-scape stimulated by. (topic)* *Develop more complex rhythmic ideas* *Devise rhythmic, melodic and harmonic accompaniments* *Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effects* *Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures)* *Use standard and additional methods of notation as appropriate across a range of different contexts.* *Be aware of some of the basic major scales* *Play from pitched notation (read music)* *Show understanding of how music is produced in different ways and described through relevant established and invented notations*

		Year 1/2	Year 3/4	Year 5/6
Listening, Developing Knowledge and Understanding		Pupils should be taught to: • listen with concentration and understanding to a range of high quality live and recorded music	Pupils should be taught to: • appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians	
	Listening	*For instance:* *Listen to short excerpts of music from a variety of styles, genres and traditions* *Identify a variety of instruments that can be heard and describe sounds* *Identify the pulse in different pieces of music* *Tap knees in time with 'steady beat' music* *Listen to different sounds in the environment* *Recall short sequences / patterns of sounds* *Sing a familiar song, identify then tap the rhythm of the words* *Sing back melodic phrases from known songs* *Listen to pieces of music that describe e.g. The Sea/ Fireworks etc.* *Describe different images created by music* *Identify features e.g. Loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects.* *Listen to a selection of music that has long (often slow) and short (often fast) sounds* *Recognise long and short sounds and make longer and shorter sounds with their voices*	*For instance:* *Listen with attention to detail and internalize and recall sounds with increasing aural memory* *Learn new songs quickly; sing from memory* *Identify rhythmic patterns, instruments and repetitions of sound/pattern* *Internalise short melodies and play these on pitched instruments (play by ear)* *Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised* *Explain how sounds can create different intended effects* *Recognise how the different musical elements are combined and used expressively*	*For instance:* *Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre.)* *Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods* *Recognise different tempi – speeds of music* *Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat* *Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed -concord* *Appraise own work by comparing/contrasting with work of others* *Improve performance through listening, internalising and analysing*

		Year 1/2	Year 3/4	Year 5/6
Listening, Developing Knowledge and Understanding continued	Knowledge and Understanding	*For instance:* *Recall and perform rhythmic patterns to a steady pulse* *Use instruments to copy back 4-beat rhythm patterns* *Introduce the Xylophone or metallophone* *Play 'High-middle-low': prepare two chime bars an octave apart, Introduce the middle note, G* *Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments* *Use movement and dance to reinforce the enjoyment of music and the sense of pulse* *Respond to long and short sounds through movement - match actions to long and short sounds* *Talk about high and low sounds in the environment and everyday life and imitate them with voices* *Use hand position to reinforce high, middle, low* *Sing back melodic phrases from known songs* *Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response*	*For instance:* *Identify descriptive features in art and music* *Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary* *Evaluate how venue, occasion and purpose affects the way music is created performed and heard* *Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary* *Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians*	*For instance:* *Listen with concentration and some engagement to longer pieces of instrumental and vocal music* *Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary* *Identify how music reflects different intentions* *Identify how music reflects time and place* *Show knowledge and understanding of how time and place can influence the way music is created, performed and heard.* *Identify and explore musical device* *Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo. timbre, lyrics* *Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians*

Physical Education

	Year 1/2	Year 3/4	Year 5/6
	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	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 performance with previous ones and demonstrate improvement to achieve their personal best	
Games	*For instance:* *Practise different skills associated with simple games (e.g. coordinating throwing and catching)* *Work co-operatively in teams*	*For instance:* *Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)* *Work well as a team in competitive games* *Apply basic principles of attacking and defending* *Develop an understanding of fair play (respect team -mates and opponents)*	*For instance:* *Develop techniques of a variety of skills to maximise team effectiveness* *Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)* *Use tactics when attacking or defending* *Apply rules of fair play to competitive games*

Physical Education

		Year 1/2	Year 3/4	Year 5/6
Athletics	Running	*For instance:* *Run for 1 minute* *Show differences in running at speed and jogging* *Use different techniques to meet challenges* *Describe different ways of running*	*For instance:* *Run smoothly at different speeds* *Choose different styles of running of different distances* *Pace and sustain their effort over longer distances* *Watch and describe specific aspects of running (e.g. what arms and legs are doing)* *Recognise and record how the body works in different types of challenges over different distances* *Carry out stretching and warm-up safely* *Set realistic targets of times to achieve over a short and longer distance (with guidance)*	*For instance:* *Sustain pace over longer distance – 2 minutes* *Perform relay change-overs* *Identify the main strengths of a performance of self and others* *Identify parts of the performance that need to be improved* *Perform a range of warm-up exercises specific to running for short and longer distances* *Explain how warming up affects performance* *Explain why athletics can help stamina and strength* *Set realistic targets for self, of times to achieve over a short and longer distance*
	Jumping	*For instance:* *Perform the 5 basic jumps (2-2. 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)* *Perform combinations of the above* *Show control at take-off and landing* *Describe different ways of jumping* *Explain what is successful or how to improve*	*For instance:* *Perform combinations of jumps e.g. hop, step, jump showing control and consistency* *Choose different styles of jumping* *Watch and describe specific aspects of jumping e.g. what arms and legs are doing* *Set realistic targets when jumping for distance for or height (with guidance)*	*For instance:* *Demonstrate a range of jumps showing power and control and consistency at both take-off and landing* *Set realistic targets for self, when jumping for distance or height*

Physical Education

		Year 1/2	Year 3/4	Year 5/6
Athletics continued	Throwing	*For instance:* *Throw into targets* *Perform a range of throwing actions e.g. rolling, underarm, overarm* *Describe different ways of throwing* *Explain what is successful or how to improve*	*For instance:* *Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)* *Throw with greater control* *Consistently hit a target with a range of implements* *Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)* *Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)*	*For instance:* *Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus* *Organise small groups to SAFELY take turns when throwing and retrieving implements* *Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others*
Dance	Compose	*For instance:* *Copy some moves* *Develop control of movement using:* *Actions (WHAT) – travel, stretch, twist, turn, jump* *Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others* *Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions* *Dynamics (HOW) – slowly, quickly, with appropriate expression* *Use own ideas to sequence dance* *Sequence and remember a short dance*	*For instance:* *Create dance phrases/dances to communicate an idea* *Develop movement using;* *Actions (WHAT); travel, turn, gesture, jump, stillness* *Space (WHERE); formation, direction and levels* *Relationships (WHO); whole group/duo/solo, unison/ canon* *Dynamics (HOW); explore speed, energy* *Choreographic devices; motif, motif development and repetition* *Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end* *Link phrases to music*	*For instance:* *Create longer, challenging dance phrases/dances* *Select appropriate movement material to express ideas/thoughts/feelings* *Develop movement using;* *Actions (WHAT); travel, turn, gesture, jump, stillness* *Space (WHERE); formation, direction, level, pathways* *Relationships (WHO); solo/duo/trio, unison/canon/ contrast* *Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)* *Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)* *Link phrases to music*

Physical Education

		Year 1/2	Year 3/4	Year 5/6
Dance continued	Perform	*For instance:* *Move spontaneously showing some control and co-ordination* *Move with confidence when walking, hopping, jumping, landing* *Move with rhythm in the above actions* *Demonstrate good balance* *Move in time with music* *Co-ordinate arm and leg actions (e.g. march and clap)* *Interact with a partner (e.g. holding hands, swapping places, meeting and parting)*	*For instance:* *Perform dance to an audience showing confidence* *Show co-ordination, control and strength (Technical Skills)* *Show focus, projection and musicality (Expressive Skills)* *Demonstrate different dance actions – travel, turn, gesture, jump and stillness* *Demonstrate dynamic qualities – speed, energy and continuity* *Demonstrate use of space – levels, directions, pathways and body shape* *Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting*	*For instance:* *Perform dance to an audience showing confidence and clarity of actions* *Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)* *Show focus, projection, sense of style and musicality (Expressive Skills)* *Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness* *Demonstrate dynamic qualities – speed, energy, continuity, rhythm* *Demonstrate use of space – levels, directions, pathways, size and body shape* *Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact*
	Appreciate	*For instance:* *Respond to own work and that of others when exploring ideas, feelings and preferences* *Recognise the changes in the body when dancing and how this can contribute to keeping healthy*	*For instance:* *Show an awareness of different dance styles and traditions* *Understand and use simple dance vocabulary* *Understand why safety is important in the studio* *Compare and comment on their own and other's work -strengths and areas for improvement*	*For instance:* *Show an awareness of different dance styles, traditions and aspects of their historical/social context* *Understand and use dance vocabulary* *Understand why safety is important in the studio* *Compare and evaluate their own and others' work*

Physical Education

		Year 1/2	Year 3/4	Year 5/6
Gymnastics	Sequencing	*For instance:* *Perform gymnastic sequence with a balance, a travelling action, a jump and a roll* *Teach sequence to a partner and perform together*	*For instance:* *Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling* *Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish*	*For instance:* *Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances* *Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling*
	Balance	*For instance* *Stand and sit "like a gymnast"* *Explore the 5 basic shapes: straight/tucked/star/ straddle/pike* *Balance in these shapes on large body parts: back, front, side, bottom* *Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)* *Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet* *Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)*	*For instance:* *Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes* *Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand* *Balance on floor and apparatus exploring which body parts are the safest to use* *Explore balancing with a partner: facing, beside, behind and on different levels* *Move in and out of balance fluently*	*For instance:* *Perform balances with control, showing good body tension* *Mirror and match partner's balance i.e. making same shape on a different level or in a different place* *Explore symmetrical and asymmetrical balances on own and with a partner* *Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)* *Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus* *Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control*

Physical Education

		Year 1/2	Year 3/4	Year 5/6
Gymnastics continued	Balance continued	*continued:* *Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes*		*continued:* *Begin to take more weight on hands when progressing bunny hop into hand stand*
	Travel	*For instance:* *Begin to travel on hands and feet (hands flat on floor and fully extend arms)* *Monkey walk (bent legs and extended arms)* *Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)* *Bunny hop (transfer weight to hands)*	*For instance:* *Use a variety of rolling actions to travel on the floor and along apparatus* *Travel with a partner; move away from and together on the floor and on apparatus* *Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping* *Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus*	*For instance:* *Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor* *Increase the variety of pathways, levels and speeds at which you travel* *Travel in time with a partner, move away from and back to a partner*
	Jump	*For instance:* *Explore shape in the air when jumping and landing with control (e.g. star shape)*	*For instance:* *Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)* *Add a quarter or half turn into a jump before landing* *Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action*	*For instance:* *Make symmetrical and asymmetrical shapes in the air* *Jump along, over and off apparatus of varying height with control in the air and on landing*

Physical Education

		Year 1/2	Year 3/4	Year 5/6
Gymnastics continued	Roll	*For instance:* *Continue to develop control in different rolls* *Pencil roll – from back to front keeping body and limbs in straight shape* *Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength* *Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control* *Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position*	*For instance:* *Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.* *Combine the phases of earlier rolling actions to perform the full forward roll* *Begin the backward roll*	*For instance:* *Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet* *Explore symmetry and asymmetry throughout the rolling actions*
Swimming and Water Safety		All schools must provide swimming instruction in either KS1 or KS2. In particular, pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) • perform safe self-rescue in different water-based situations		

Physical Education

		Year 1/2	Year 3/4	Year 5/6
Outdoor and Adventurous Activities	Orientation	*For instance:* *Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom* *Use simple maps and diagrams to follow a trail*	*For instance:* *Orientate simple maps and plans* *Mark control points in correct position on map or plan* *Find way back to a base point*	*For instance:* *Draw maps and plans and set trails for others to follow* *Use the eight points of the compass to orientate* *Plan an orienteering challenge*
	Communication	*For instance:* *Begin to work co-operatively with others* *Plan and share ideas*	*For instance:* *Co-operate and share roles within a group* *Listen to each other's ideas when planning a task and adapt* *Take responsibility for a role within the group* *Recognise that some outdoor adventurous activities can be dangerous* *Follow rules to keep self and others safe*	*For instance:* *Plan and share roles within the group based on each other's strengths* *Understand individuals' roles and responsibilities* *Adapt roles or ideas if they are not working* *Recognise and talk about the dangers of tasks* *Recognise how to keep themselves and others safe*
	Problem Solving	*For instance:* *Discuss how to follow trails and solve problems* *Select appropriate equipment for the task*	*For instance:* *Select appropriate equipment/route/people to solve a problem successfully* *Choose effective strategies and change ideas if not working*	*For instance:* *Plan strategies to solve problems/plan routes/follow trails/build shelters etc.* *Implement and refine strategies*