



Wickersley Partnership Trust

Wider Curriculum Primary Phase





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CURRICULUM POLICY

This document provides information on Wickersley Partnership Trust's curriculum vision, intent, its implementation and how we measure its impact.

At Wickersley Partnership Trust we understand that getting the curriculum right for each and every individual student is the single most important factor in ensuring progress, encouraging positive engagement and raising aspirations. We are continually reviewing and improving the curriculum we offer.

We believe that the curriculum is a powerful tool. Our curriculum is not driven by performance tables. We are proud that the curriculum in all our schools is a starting point for a wide and varied learning experience for our students. We enrich the curriculum by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in and through opportunities to develop deep and sustained engagement and give students the capability to think deeply and critically for themselves. We are committed to developing the whole student.

It is our belief that all of our schools have a strong, broad, balanced curriculum which can be tailored to meet the needs of individuals, so that we can remove barriers to learning and allow all students to access the curriculum appropriate to them. We believe the curriculum should be tailored to the school's local context by addressing typical gaps in students' knowledge and skills. Our students will have the opportunity to be creative, to be physically active and to be academically challenged. We ensure the students have a range of learning experiences that challenge, stimulate and promote thinking and learning.

In all of our schools, the core of our curriculum is a strong foundation in English and Maths, with the opportunity for additional support to address deficits in literacy and numeracy, as we believe that these essential skills not only enable students to access the rest of the curriculum, but are vital life skills. Our aim is for our curriculum to be as broad as possible for as long as possible.

We believe that participation in high quality physical activity and physical education is valuable in its own right because of the specific educational outcomes and the personal, social and health benefits. It is also a very effective means of engaging young people in their broader learning, by raising aspirations, providing motivation and promoting behaviours that lead to higher levels of attainment across the full range of school subjects. Because of this, we believe that every child in the Trust deserves equal access to high

quality PE and Sport learning environments and programmes that are inclusive, safe, challenging, progressive and enjoyable, taught by specialist tutors. These opportunities are embedded in the school curriculum, available as out of school hours provision and in the community. The wider promotion of physical activity as part of a healthy lifestyle is extremely important as well as the opportunity to take part in extra-curricular clubs and teams. All pupils within the Trust, have the opportunity to take part in outdoor education/watersports through our Ulley centre. D of E is offered to secondary students (Years 9 to 13), and participation is high.

Our extra-curricular offer is extensive beyond physical activity and includes creative and performing arts and STEM. We take every opportunity to extend the curriculum through visitors from the worlds of art, STEM, computing, history, science, music. Educational visits, including residentials, range from trips to local sites of historical interest, visits to London, Carlton Lodge, Thirsk, Watersports in Spain, a History trip to France/Belgium, Old Trafford, Wembley and Liverpool Echo Arena. All pupils are given the opportunity to be taught by specialist music teachers and to learn an instrument and the trust actively provides a peripatetic music service to ensure progression for pupils who wish to develop their skills and interests further. All schools are given the opportunity to take part in a Trust public performance, such as the Trust Christmas concert and Young Voices.

There is a dedicated Outdoor Adventurous Activities timetable for each school to access 2.5 days water based activities in every primary school. During the off-season, pupils can access 1.5 days of climbing activities in the indoor provision.

In addition to the National School Games programme, there are a number of additional competitions which are available to pupils attending WPT schools. All the competitions have a National/Local Governing Body pathway leading to opportunities to transition into a club setting ranging from grass roots to professional academies.

We have designed a curriculum that values the development of the 'able' as much as it does 'qualified'. We believe that both are equally important to our students so that they can play their full part in the world.

Our pastoral curriculum is planned out for progression and identifies milestones in personal development and opportunities for social, cultural and careers experiences, increasing pupils cultural capital. Starting in Early Years Foundation Stage and continuing through to Year 13, our students experience a full programme of PSHE opportunities. In PSHE, we use a spiral curriculum for students to develop their skills, knowledge and understanding throughout the phases.

The PSHE curriculum is developed to build key knowledge and skills around SMSC, British Values and to give age-appropriate messages around health, well-being, relationships and sex education. This is in line with the new 'Relationships, Sex Education and Health Education in Schools (2020)' guidance. Information on careers is shared in our secondary school but also through enrichment via external providers including: workplace visits, mentoring programmes and study days at higher education institutions. Through high-quality guidance and advice, led by our Careers Leader and careers adviser, students are able to use what they have learnt to make well-informed decisions at each stage of their career progression and achieve their full potential.

INTENT

At Wickersley Partnership Trust we want all students to leave **able and qualified** to play their full part in an ever-changing world, through an **ambitious, creative and innovative** curriculum which empowers students with the **skills, knowledge and attributes** to allow them to succeed with the challenges of life beyond their time at school. (In their next phase of education and their working life).

We aim to engender a love of learning, self-belief and aspiration through 4 key intentions:

Intention 1: Removing barriers to learning

Four common barriers (listed below), if left unchallenged, will limit the progress, engagement and development of our students. We therefore remove barriers to learning and support students' ability to access the curriculum through the development:

- **Literacy and language acquisition**
- Numeracy
- Oracy
- Vocabulary

Intention 2: Developing knowledge and skills for learning in a range of subjects

Each curriculum area intends to grow mini subject specialists through the development of the subject knowledge and skills. Student knowledge and essential learning skills go hand in hand. We strive, at all times, for personal excellence by developing the 5 key skills for success below:

- Recall
- Interpretation
- Creativity
- Analysis
- Evaluation

Intention 3: Developing personal attributes (The WPT Way)

The WPT Way allows us all to promote the attributes our children need in order to develop their **independence, responsibility and resilience** to have a happy and successful life.

The WPT Way promotes:

- Aspiration
- Collaboration
- Communication
- Respect
- Responsibility

- Resilience
- Tolerance

Intention 4: To enrich students' experiences and broaden their horizons:

Our schools curriculum seeks to equip students with the understanding of how to develop themselves as well rounded citizens and maintain healthy relationships; to enrich their and broaden their horizons, both in their cultural capital and future aspirations. Our curriculum will offer:

- Experiential Learning – Trips, visitors,
- Hands-on Experiences – Practical opportunities in the classroom
- Extracurricular opportunities – sports clubs, School shows
- Wider opportunities - DoE, Residential, Camps international, charity work/ involvement

IMPLEMENTATION

Implementation through Design

The Trust has a strong commitment to collaboration and cooperation between and beyond its constituent schools. Collaboration is at the heart of the approach to improving literacy across the schools in the MAT. Much of the embedded collaboration occurs between primary colleagues and their peers, and the same at secondary level to ensure that work is age and phase appropriate. However, a variety of cross phase work is developing.

Teachers collaborate to ensure that students have sufficient content knowledge to enable them to become proficient within their subject areas. We aim to ensure that this knowledge base is secure and built over time focusing on committing content to long term memory. Throughout, teachers work to ensure that students develop the necessary academic and vocational skills to enable them to put this growing knowledge into practice.

CURRICULUM MODEL

In the primary phase, we plan our curriculum in phases. All primary schools have adopted a curriculum which focuses on wider concepts such as the impact of humans, equality and democracy and significant people. These concepts don't fall into subject boxes but provide the opportunity to see links from a wider perspective and help children to make meaningful connections between curriculum content and their everyday lives.

We agree a long-term plan for each subject and phase, which is progressive and sequential in knowledge and skills. This plan indicates what topics are to be taught in each term. Medium term plans are completed for all subjects and most subjects are taught discretely. With our medium-term plans, we give clear guidance on the objectives that we use when teaching each topic and where cross curricular links can be made. We believe the curriculum should be tailored to the school's local context by addressing typical gaps in students' knowledge and skills, therefore, the topics within the primary phase can be specific to the school.

EYFS

We follow the Early Years Foundation Stage curriculum and plan topics and areas of learning through children's interests.

There are seven areas of learning and these are taught primarily through play and first-hand experiences.

The characteristics of effective learning, shown below, run through and underpin all seven areas of learning and development.

- Playing and exploring: seek challenge, a can do approach to learning and role-play, open-ended activities.
- Active learning: concentration and involvement, perseverance and proud of what they have achieved.
- Creating and thinking critically: solving problems and making predictions.

learning.

As a result, our curriculum at both primary and secondary, has pace and challenge, encourages a breadth of experiences and is enhanced through effective planning and genuine, positive relationships.

Impact

We measure the impact of our curriculum through several means:

- Outcomes for students in national examinations;
- Progress data for current year groups;
- Student and parent voice;
- Lesson observations and Work Scrutiny;
- Destinations data;
- Attendance data;
- Positive and negative behaviour data;
- Engagement in enrichment activities;
- Progress towards the Gatsby Benchmarks.

IMPLEMENTATION THROUGH TEACHING AND LEARNING

At Wickersley Partnership Trust, our students deserve and expect:

- Highly focused lesson design, informed by data, with clear intended learning objectives;
- An engaging starter and/or a recap activity of prior learning;
- A variety of challenging activities with clear success criteria;
- Appropriate use of teacher questioning and modelling;
- Opportunities to learn in different ways, such as independent study, paired and group work, with opportunities for students to talk with adults and with peers;
- Regular use of verbal and written feedback to motivate students and encourage them to reflect on their own

PRIMARY CURRICULUM MODEL

Subjects	Literacy	Maths	RE	PE	MFL	Science	History	Geography	DT/ Food	Art	Music	PHSE	IT/ Computing
Minimum average hours of curriculum time per week	7.5	5	1	2	0.5	1	1	1	0.5	0.5	0.5	0.5	0.5

Each school will allocate additional time to curriculum areas depending on the context of the school.

ROLES AND RESPONSIBILITIES

The Role of Governors

Our governing body is responsible for monitoring the way the school curriculum is implemented. The governors liaise with the subject leaders, and monitor the way the school teaches these subjects through governor visits to school. Governors will receive reports from the headteacher and curriculum teams and act upon areas identified as requiring improvement.

The Role of the Headteacher and Senior Leadership Team

The headteacher and senior leadership team will:

- Be responsible for the day to day organisation of the curriculum;
- Provide a strategic lead and direction for the curriculum teams;
- Monitor the curriculum through 360 degree evaluations of teaching and learning;
- Liaise with the School Leadership Team (SLT);

The senior leadership team will;

- Liaise with the Curriculum Teams;
- Support and offer advice to colleagues;
- Monitor pupil progress;
- Carry out 360 degree evaluations of teaching and learning;
 - Work scrutiny / learning journeys of
 - Progress analysis
 - Pupil conversations
 - Lesson observations
 - Drop ins.
- Report on the quality of teaching and learning in the termly governors' report;
- Act as role models for teaching staff;

The Role of the Curriculum Team

The role of the curriculum team is to:

- Provide a strategic lead and direction for the curriculum area;
- Support and offer advice to colleagues on issues related to the curriculum area;
- Monitor pupil progress in that curriculum area;
- Provide efficient resource management for the curriculum area.

It is the role of each curriculum team to keep up to date with developments in their

curriculum area, at both national and local level. They review the way the curriculum area is taught in the school and plan for improvement. This development planning links to whole school objectives. Each curriculum team reviews the curriculum plans for their subject, ensures that there is full coverage of the curriculum and that progression is planned into schemes of work.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The curriculum in our school is designed to provide access and opportunity for all students who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual student, then we do so only after the parents of the student have been consulted. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider applying for an EHCP (Education Health Care Plan), and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

There is a high academic/vocational/technical ambition for all pupils, and schools do not offer disadvantaged pupils with SEND a reduced curriculum.



Wickersley Partnership Trust

Subject Specific Policies and Curriculum





VISION

We aim to send every young person into the world able and qualified to play their full part in it. This means that we want students to develop the skills, knowledge and attributes to thrive and flourish in their school years and beyond. The literacy policy is a key strategy for removing barriers to learning which, if left unchallenged, will limit the progress, engagement and development of our learners. The policy aims to remove key barriers to learning (see curriculum intent), but particularly focuses on improving:

- Reading
- Vocabulary acquisition
- Oracy
- Writing

In the primary phase we ensure that we teach both synthetic phonics daily as well as reading skills although these may be through different approaches. All children in primary schools have books that are closely matched to their phonic knowledge/phase. Our schools use tracking and screening of children for phonics; this takes place every 6-8 weeks. York Assessment of Reading Comprehension assessments are used to identify the children's reading age and gaps in comprehension skills. From this, interventions are carefully planned to support the children who both need to 'catch up' and 'keep up'.

By the time children leave KS1 we would like all children to be able to read fluently, enjoy reading and be confident to apply reading skills and strategies across the curriculum. Throughout reading lessons, children have access to high quality texts. Where possible, these are linked to other areas of the curriculum.

It is an expectation that children in our schools listen to their teachers read on a daily basis to model strategies, skills and vocabulary. Children are explicitly taught to speak in full sentences from a very early age.

PERFORMANCE INDICATORS

The performance indicators for Wickersley MAT can be found on the 'Big 5' document, however the performance indicators for the above are:

READING

- Pupils to achieve at least expected standards that match, or exceed, their chronological age.
- Pupils to be able to read fluently and with confidence.
- Pupils to read with enjoyment and engagement.
- Pupils to have access to a range of quality texts across genres in a range of curriculum areas.

VOCABULARY

- Pupils to be able to apply and use tier 2 and tier 3 age appropriate vocabulary in all lessons.
- To be encouraged to speak in full sentences, using vocabulary appropriate to audience and purpose.
- Staff to be seen to explicitly teach vocabulary across the curriculum.

ORACY

- Pupils to be able to talk in a range of contexts, for example presentational, discursive and performance.
- Staff to plan talk activities into lessons to improve learning through talk, as well as learning to talk.
- Staff to model appropriate communication skills, ensuring their talk is appropriate to the audience and the purpose.

WRITING

- Staff to ensure they model the writing process, including planning.
- Staff to model the quality and expectations of written work.
- Staff to use the literacy marking policy across all areas to improve writing accuracy (see individual school marking and feedback policies).

SUPPORT, ACCOUNTABILITY AND COLLABORATION ACROSS THE TRUST

Collaboration is at the heart of the approach to improving literacy across the schools in the MAT. Much of the embedded collaboration occurs between primary colleagues and their peers, and the same at secondary level to ensure that work is age and phase appropriate. However, a variety of cross phase work is developing. Of late, the literacy network groups aim to bring staff together to discuss areas of development across the MAT, and to ensure staff are up-skilled. There has also been support outsourced from providers such as Success for All (SFA), whereby secondary and primary schools came together to train on the use of this programme to improve reading. Finally, subject and curriculum leaders are encouraged to come together on a termly basis in order to further establish good practice across schools.

The CEO and senior leaders in the Trust hold schools to account by reviewing summative and formative data, and by meeting with individual school leaders. More experienced senior leaders model best practice to their colleagues. External reviews support the CEO and school leaders in identifying areas for development.

Training and ongoing support is provided by the trust in a number of ways for Schools. For example:

- Joint observations - with heads and with subject leaders to ensure challenge and accountability
- Subject audits - support from EIP (Executive improvement partner)
- Subject leader training and support
- Head teacher performance analysis training
- Subject leader performance analysis training
- Pupil progress meetings - EIP supporting subject leaders
- External review
- Visits to schools outside the trust
- Moderation of reading and writing across schools in the trust and across the Local Authority

PHONICS POLICY

INTENT

The teaching of phonics is a key strategy that is used to help our children to read, write and spell. Our aim at WPT is for every child to become a successful, confident reader and writer by the end of KS1 and we believe that accessing high quality daily phonics plays a vital role in this.

TEACHING AND LEARNING

Each school follow there chosen phonics scheme: Read Write Inc, Letters and Sounds and Success for All.

- **Planning:** school follows the systematic approach laid out in their phonics scheme.
- **Lessons:** Phonics lessons take place daily across Foundation and Key Stage 1. They follow the structure laid out in their phonics scheme to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them to their reading and writing. Lessons ensure that children develop their skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme phoneme correspondence.
- **Classroom resources:** All phonics teachers have a range of resources in their classrooms to use in daily phonics sessions such as sound cards, flashcards, and sound mats.
- **Continuous Provision:** Many areas of continuous provision in EYFS will invite children to engage with phonetic challenges during play. The opportunities and resources are regularly updated to coincide with what is currently being taught in class. The role of the adult as facilitator is key when modelling and teaching the annunciation of sounds and learning new words.
- **Intervention:** Children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention schemes and strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed. In preparations for the end of Year 1 phonics screening check, targeted intervention groups will be set up so all children taking the check have plenty of opportunities to practise additional and targeted phonics learning in a small group.

HOW WE INTEND TO REMOVE BARRIERS

At WPT we know that phonics provides the foundation skills for early reading and is a vital tool in shaping a reader. Class teachers use regular phonics assessments to group and target specific children with learning gaps to ensure speedy progression. All our phonics schemes give opportunities for skilled teachers to identify and target specific gaps in ability eg: a child that is struggling with blending.

HOW WE FOSTER PERSONAL ATTRIBUTES

Within all phonics sessions children are encouraged to communicate and talk to peers, listen carefully and speak clearly. This builds into children's oracy skills and helps to create a more confident, practiced communicator.

ASSESSMENT

Assessment is regarded as an integral part of teaching and learning and is a continuous process.

We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher/ KS leaders' responsibility to keep track of the progress made by all children in their class. Phonics assessments are to be carried out regularly and teachers will use their recorded assessments to inform their planning for future sessions. At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme phoneme correspondence and their skills in blending. Those children who do not succeed in passing the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.

RESPONSIBILITIES

THE PHONICS LEADER IS RESPONSIBLE FOR PHONICS THROUGH THE SCHOOL. THIS INCLUDES:

- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and a phonics scheme to show how aims are achieved and how the variety of all aspects of phonics is to be taught.
- Supporting teachers and teaching assistants with training and CPD where needed and making sure staff are kept up to date with phonics.
- Advising and supporting colleagues with the assessment of phonics throughout the school
- Assisting with the requisition and maintenance of resources required for the teaching of phonics.
- Monitoring the quality of teaching and learning in phonics across the school
- Liaising with phonics SLEs and meeting data deadlines

ADULTS DELIVERING PHONICS SESSIONS ARE RESPONSIBLE FOR:

- Planning and delivering stimulating and interactive daily phonics sessions
- Keeping track of children's progress by recording half termly assessments
- Using assessment as a tool to regularly inform and update phonics planning
- Developing and updating skills, knowledge and understanding of phonics
- Providing additional support or interventions for children who need extra help with phonics

EQUAL OPPORTUNITIES/INCLUSION

We provide a high-quality education for all children within a secure and safe environment. We aim to provide equal access for children with Special Educational Needs and Disabilities (SEND) and those pupils who are very able and require challenges and extension activities. These may be delivered through small group work, through the support of teaching assistants where available and through carefully planned and differentiated activities.

PARTNERSHIP WITH PARENTS & HOME LEARNING

At WPT, we believe that a strong partnership with parents is vital if a child is going to become a successful reader and writer. We regularly communicate with parents regarding phonics and we are committed to offering parents help and support with reading and phonics. We offer workshops to enable parents to gain a better understanding of phonics, how it is taught and how it can be used to support children at home. Phonics reading books will be sent home throughout EYFS and KS1 to give children the opportunity to read aloud to their parents and practice their sounds at home.

Children should be assessed using age appropriate fiction and non-fiction, from a variety of origins and traditions covering, over time, a wide range of text types, forms and purposes.

STRAND	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Book Band	Orange turquoise purple or equivalent texts, dependant on English programme used	Gold, white, lime or equivalent texts, dependant on English Programme used.	Brown, Grey or equivalent text, dependant on English Programme used.	Dark Blue or equivalent text, dependant on English Programme used.	Dark Red or equivalent text	Red/Burgundy or equivalent text
Reading for a Range of Purposes CHILDREN SHOULD BE ASSESSED USING AGE APPROPRIATE FICTION AND NON-FICTION, FROM A VARIETY OF ORIGINS AND TRADITIONS, COVERING OVER-TIME, A WIDE RANGE OF TEXT TYPES, FORMS AND PURPOSES	Listen to and discuss a wide-range of poems, stories and non-fiction (at a level beyond that which can be read independently). Become very familiar with key stories, fairy stories and traditional tales, (retelling them and) considering their particular characteristics.	Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction (at a level beyond that which can be read independently). Become increasingly familiar with (and retelling) a wider range of stories, fairy stories and traditional tales.	Listen and respond to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Is developing preferences after listening and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase 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	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase 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
	Begin to be introduced to non-fiction books that are structured in different ways. Read and use captions. Read and follow simple instructions	Read non-fiction books that are structured in different ways	Read books that are structured in different ways and reading for a range of purposes	Chooses to read books that are structured in different ways and reading for a range of purposes	Read books that are structured in different ways and reading for a range of purposes	Read books that are structured in different ways and reading for a range of purposes
	Learn to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry [for example, free verse, narrative poetry]	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry [for example, free verse, narrative poetry]	Learn a wider range of poetry by heart. Prepare 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	Learn a wider range of poetry by heart. Prepare 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
	Answer and ask questions about the books within this range.	Answer and ask questions about the books within this range.	Ask questions to improve their understanding of a text within this range.	Ask relevant questions to improve their understanding of texts within this range.	Ask questions to improve their understanding of texts within this range. Understand underlying themes, causes and points of view of texts within this range	Ask questions to improve their understanding of texts within this range. Understand underlying themes, causes and points of view of texts within this range
	Participate in discussion about what is read to them, taking turns and listening to what others say	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	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.	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.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Recommend books they have read to their peers, giving reasons for their choices	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Recommend books they have read to their peers, giving reasons for their choices
Phonics Phase	Phase 5/6 SFA Roots 3 RWInc yellow/ Blue (Grey for GDS children) Phonics Screen pass Reading with fluency at this level and able to employ a range of strategies	Phase 6 Reading with fluency and accuracy without overt blending. Able to tackle levelled comprehension paper.	Reading with fluency. Shows secure level of comprehension on a levelled paper			
WORD READING PHONIC KNOWLEDGE	Apply phonic knowledge and skills as the route to decode words TAF WTS Sound out many unfamiliar words accurately	TAF (EXS) In age-appropriate books, the pupil can: • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words"	Notes unusual correspondence between spelling and sound when reading exception words.	Knows unusual correspondence between spelling and sound when reading so that this does not interrupt the fluency of reading.	Continue to blend phonemes as a prime approach to unfamiliar words	Continue to blend phonemes as a prime approach to unfamiliar words
KNOWLEDGE OF GPCS	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes TAF WTS read accurately by blending the sounds within words that contain the common graphemes for all 40 phonemes	TAF (EXS)Read most common exception words. Recognise less common digraphs and trigraphs, exploring word families	Read age appropriate words - appendix document Y3/4	Read age appropriate words - appendix document Y3/4	Read most age appropriate words - appendix document Y5/6	Read age appropriate words - appendix document Y5/6

STRAND	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
BLENDING	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Read accurately by blending the sounds that contain ALL graphemes, especially recognising alternative sounds for graphemes.	Read accurately by blending the sounds that contain ALL graphemes and apply this to unfamiliar roles.	Read accurately by blending the sounds that contain ALL graphemes and apply this to unfamiliar roles.	Read accurately by blending the sounds that contain ALL graphemes and apply this to unfamiliar roles.
COMMON EXCEPTION WORDS	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Be able to read by sight tricky words.	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Work out the meaning of unknown words from the context.	Apply knowledge of exception words.
BEGINNINGS/ENDINGS/	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	TAF (EXS) Read words containing common suffixes	Applies knowledge of root words, prefixes and suffixes to understand new words when reading aloud. Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Uses knowledge of root words, prefixes and suffixes to understand a wider range of new words when reading aloud and silently	Use knowledge of prefixes to explain the meaning of most words containing them. Read many words ending in cious, tious, cial, tial, ant, ance, ancy, ent, ence, ency, able, ible, ably, ibly	Apply 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.
SYLLABLES	Read other words of more than one syllable that contain taught GPCs TAF WTS Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences	TAF (EXS) Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above
OMISSION	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s.) TAF WTS read many common exception words	Read words with a wider range of contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s.)	Read words with irregular omissions in age appropriate.	Read words with irregular omissions in age appropriate.	Understand how words can be formed from longer words e.g. o'clock.	
ACCURACY	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. TAF WTS read aloud many words quickly and accurately without over sounding and blending.	TAF (EXS) In a book that they can already read fluently, the pupil can: check it makes sense to them, correcting any inaccurate reading. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Can read accurately an age appropriate text without undue hesitation.	Can read accurately an age appropriate text without undue hesitation.	Begin to recognise keywords that supports the meaning of the text.	Read accurately words which are key to the meaning of a sentence, paragraph or whole text.
FLUENCY AND EXPRESSION	Re-read these books to build up their fluency and confidence in word reading.	Re-read these books to build up their fluency and confidence in word reading.	Can read fluently in an age appropriate way beginning to use intonation.	Develop use of intonation to aid fluency.	Read confidently and fluently from a range of books with intonation.	Read confidently and fluently from a range of books with intonation that shows understanding.
(CHILDREN SHOULD BE ASSESSED USING AGE APPROPRIATE FICTION AND NON-FICTION, FROM A VARIETY OF ORIGINS AND TRADITIONS, COVERING OVER-TIME, A WIDE RANGE OF TEXT TYPES, FORMS AND PURPOSES)						
CONTENT DOMAIN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LANGUAGE AND UNDERSTANDING 1D MAKE INFERENCES FROM THE TEXT 2D MAKE INFERENCES FROM THE TEXT/ EXPLAIN INFERENCES AND JUSTIFY THEM WITH EVIDENCE FROM THE TEXT	With support, make inferences on the basis of what is being said and done. TAF WTS In a familiar book that is read to them, answer questions in discussion with the teacher and make simple inferences	Reasonably make inferences on the basis of what is being said and done and begin to give justification. TAF (EXS) In a book that they can already read fluently, the pupil can answer questions and make some inferences TAF (GDS) The pupil can, in a book they are reading independently: make inferences	Draw inferences such as inferring characters' feelings and thoughts. Justify inferences with evidence (when reading age appropriate texts)	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and reasoned justifications (when reading age appropriate texts)	Make clear inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Provide reasoned justifications for their views.	Content domain 2D - Make clear inferences about feelings, thoughts and motivates from a text providing reasoned justifications and explanations with clear evidence from the text.
LANGUAGE AND UNDERSTANDING 1E PREDICT WHAT MIGHT HAPPEN ON THE BASIS OF WHAT HAS BEEN READ SO FAR	With support, predict what might happen on the basis of what has been read so far.	Reasonably predict what might happen on the basis of what has been read so far and begin to give justification. TAF(GDS) The pupil can, in a book they are reading independently: a plausible prediction about what might happen on the basis of what has been read so far	Make plausible predictions about what might happen on the basis of what has been read so far and give justification.	Predict what might happen from details stated and implied and give justification	Predict what might happen from details stated and implied with increasing complexity.	Content domain 2E - Predict what might happen from details stated and implied with increasing complexity, drawing on subtleties and deeper understanding.

STRAND	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LANGUAGE AND UNDERSTANDING 2F IDENTIFY/EXPLAIN HOW INFORMATION/ NARRATIVE CONTENT IS RELATED AND CONTRIBUTES TO MEANING AS A WHOLE	Shows some awareness of how structure and presentation contribute to meaning.	Begins to identify how structure and presentation contribute to meaning.	Compare the usefulness of techniques such as visualisation and empathy in exploring the meaning of whole texts. Joins in by discussing what they think different texts mean. Can identify how structure and presentation contribute to meaning, as well as beginning to consider how language contributes to meaning, too.	Compare the usefulness of techniques such as visualisation and empathy in exploring the meaning of whole texts. Can identify how language, structure, and presentation contribute to meaning. Begin to appraise a text by considering its value, usefulness and quality	Appraise a text quickly, deciding on its value/usefulness/quality to identify how language, structure and presentation contribute to meaning	Content domain 2F - Identify and explain how information, structure, narrative and content within a text is related and how this contributes to the meaning as a whole in order to appraise a text.
LANGUAGE AND UNDERSTANDING 1B identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Retell a known story. Talk about information read in a non-fiction text. Discuss the significance of the title and events	Discuss the sequence of events in books and how items of information are related. Identify story features such as settings, characters and events	Identify key information, aspects and features of similar text types. Identify story features such as settings, characters and events and explain how they relate to the text as whole.	Identify story features such as settings, characters and events and explain how they relate to other texts read. Retrieve related information from a range of texts.	Retrieve text features and content and explain how they relate to information from a range of fiction and non-fiction read.	Content domain 2B - Retrieve and record information and key details from a range of fiction and non-fiction texts.
LANGUAGE AND UNDERSTANDING 1A) DRAW KNOWLEDGE OF VOCAB TO UNDERSTAND TEXTS 2A) GIVE / EXPLAIN MEANING OF WORDS IN CONTEXT	Discuss the meaning of unfamiliar words, based on what they already know and drawing on vocab provided.	Draws knowledge of vocab to understand texts.	Explains the meaning of words in context.	Explains the meaning of words in context and checks that the texts makes sense.	Explores the meaning of words in context in increasing detail and checks that the text makes sense.	Content domain 2A - Explores the meaning of words in context with increasing detail and complexity and checks that the text makes sense.
LANGUAGE AND UNDERSTANDING 1C) IDENTIFY AND EXPLAIN THE SEQUENCE OF EVENTS IN TEXTS 2C) SUMMARISE THE MAIN IDEAS FROM MORE THAN ONE PARAGRAPH	Can retell stories and consider their particular characteristics.	TAF (EXS) In a book that they can already read fluently, the pupil can: • explain what has happened so far in what they have read Identifies and explains the sequence of events in texts.	Identifies the main ideas to summarise at paragraph level.	Identifies the main ideas to summarise at both paragraph and whole text level.	Concisely summarises the main ideas from more than one paragraph.	Content domain 2C - Concisely summarises the main ideas from more than one paragraph and across the whole text..
LANGUAGE AND UNDERSTANDING 2G) IDENTIFY AND EXPLAIN HOW MEANING IS ENHANCED THROUGH CHOICE OF WORDS AND PHRASES	Shows some awareness, through discussion, of how language contributes to meaning.	Begins to identify, through discussion, how language contributes to meaning.	Identifies how language contributes to meaning.	Identifies and begins to explain how language contributes to meaning.	Recognises how authors use of language impacts on the reader with some explanation.	Content domain 2G - Identifies and explains how meaning is enhanced through choice of words and phrases.
LANGUAGE AND UNDERSTANDING 2H) MAKE COMPARISONS WITHIN AND ACROSS TEXTS	Shows some awareness, through discussion, of themes across familiar texts.	Begins to recognise themes across familiar texts. TAF (GDS)The pupil can, in a book they are reading independently: make links between the book they are reading and other books they have read	Recognises themes in a range of books and extracts.	Recognises themes in more challenging books and extracts.	Makes comparisons both within and across a range of texts.	Content domain 2H - Makes comparisons both within and across a range of more challenging texts they have read independently.

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Composition and Effect		The pupil can write sentences that are sequenced to form a short narrative (real or fictional), after discussion with the teacher. TAF 1 The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional)	The pupil can write simple, coherent narratives about personal experiences and those of others (real or fictional), after discussion with the teacher. TAF 1 The pupil can, after discussion with the teacher: write simple, coherent narratives about personal experiences and those of others (real or fictional). TAF 2 The pupil can, after discussion with the teacher: write about real events, recording these simply and clearly. The pupil can write effectively and coherently for different purposes, after discussion with the teacher. TAF 1 write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	The pupil can adopt the features, vocabulary and style from models they have seen. The pupil collects information from a range of sources. The pupil organises ideas using a planning template. TAF 1 The pupil, after discussion with the teacher, write for different purposes. TAF 2 The pupil can use the features of writing mainly appropriate to the selected task The pupil can, in narratives, describe settings and characters	The pupil understands and uses the structure, vocabulary and grammar of writing/texts similar to that which they are planning to write. The pupils discuss and record ideas independently. TAF 1 Features of text type or genre are appropriate for task e.g. layout, verb form and formality	The pupil can write for a range of purposes and audiences Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). TAF 1 write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) TAF 2 in narratives, describe settings, characters and atmosphere TAF3 integrate dialogue in narratives to convey character and advance the action
	Sentence Structure	Simple	Independently written simple sentences.	Some variety of mainly grammatically accurate sentence types as appropriate for given task eg commands to instruct reader; statements to give information.	Composes and rehearses sentences orally (including dialogue) Expands ideas using effective vocabulary. Uses a range of sentence structures	Vocabulary and sentence structure are appropriate to the task and selected for effect.	Sentence structures are varied throughout text and some simple sentences are used for effect
Compound and complex		Beginning to use compound sentences.	Writing includes both compound and complex sentences which may indicate cause or time.	Using sentences with more than one clause, which are mostly grammatically accurate., e.g. correct subject / verb agreement; security of tense and person; correct use of subordination.	Extend variation in sentence structure through a range of openings, e.g. fronted adverbials (some time later, as we ran, once we had arrived...), subject reference (they, the boys, our gang...), speech.	Includes complex sentences using relative clauses	
Subjunctive and passive						Some use of passive verbs to affect how information is presented but may not always be accurate	Passive voice is used to affect the presentation of information in a sentence (eg I broke the window in the greenhouse versus The window in the greenhouse was broken.) TAF 4 select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using passive verbs to affect how information is presented) Use of subjunctive forms such as If I were to reflect the formality, purpose and tone in writing and speech.
Conjunction and Subordination	JOINING CLAUSES/ LINKING	Word and clauses are joined using and	Clauses mostly linked with simple co-ordinators and, but, so, or TAF 5 The pupil can, after discussion with the teacher: use co-ordination (e.g. or / and / but) to join clauses	Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if	A wider range of conjunctions used throughout and across texts to join sentences with more than one clause.	Relative clauses introduced by the use of an implied (omitted) pronoun eg (The woods, both dark and dangerous, versus The woods, which were both dark and dangerous)	Use of a wider range of clauses (independent, relative and subordinate) for effect - selecting appropriate conjunctions with use of several subordinate clauses to aid economy of expression (Because of their courageous efforts, all of the passengers were saved, which was nothing short of a miracle... 'Whilst under my roof, you will obey my rules, which are clearly displayed'). TAF 4 select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately
	ADVERBIALS		Some use of subordination to indicate cause or time (when, if, because, that) TAF 5 The pupil can, after discussion with the teacher: some subordination (e.g. when / if / that / because) to join clauses	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]	Use of fronted adverbials and pronoun referencing to link within and between paragraphs	Appropriate use of a range of adverbials to link sentences or clauses eg (on the other hand, in contrast, as a consequence)	TAF5 Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
	DEVELOPING COHESION			Expressing time, place and cause using prepositions [for example, before, after, during, in, because of].		Using a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause	Subordinating and coordinating conjunctions are used for emphasis or to nominalise for succinctness (Because of that, he failed.).
	RELATIVE PRONOUNS			Use relative pronouns who and which	Use relative pronouns who which and that	Use of who, which, where, when, whose to introduce a relative clause	

KEY: Writing statements | TAF WTS Statements 2018 KS1/2 | TAF Statements 2018 KS1/2 | Prior Learning or Year Group Non-Negotiables | Statement from Teacher Assessment Framework 2018 EXS | Statement from Teacher Assessment Framework 2018 GDS

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Punctuation	Capitals	Capital letters used for names of people, places, days of week and personal pronoun I.	Capital letters used to mark proper nouns and ALWAYS for personal pronoun I. <u>TAF 3 The pupil can, after discussion with the teacher: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</u>				
	Full stops	Sentences sometimes demarcated with capital letters AND full stops. TAF 2 demarcate some sentences with capital letters and full stops	<u>TAF 3 The pupil can, after discussion with the teacher: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</u>	Sentences mostly punctuated accurately including capital letters, full stops, question marks. Capital letters and full stops consistently used accurately	Sentences punctuated accurately including capital letters, full stops, question marks and exclamation marks.	Sentences punctuated accurately including use of inverted commas/speech marks and apostrophes to show possession and contracted forms. Use of full stops, capital letters, exclamation marks and question marks used mostly occasionally with minor lapses.	Sentences punctuated accurately including use of inverted commas/speech marks and apostrophes (for singular and plural possession). <u>TAF 7 use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)</u>
	Question marks	Sentence boundaries sometimes demarcated with a question mark	<u>TAF 3 The pupil can, after discussion with the teacher: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</u>				
	Exclamation marks	Sentence boundaries sometimes demarcated with an exclamation mark	Appropriate use of exclamation marks.	Meaning clarified through the use of exclamation marks eg Jack took off his heavy coat because it was so warm!			
	Commas		Commas used to separate items in a list.	Boundaries correctly identified and demarcated between separate sentences. (Be wary of comma splicing!) Often uses commas correctly after fronted adverbials.	Consistently uses commas correctly after fronted adverbials.	Some commas used to clarify meaning and mark phrases and clauses Commas used mostly to mark fronted adverbials and items in a list	Commas used within sentences to clarify meaning or avoid ambiguity. <u>TAF 7 use the range of punctuation taught at key stage 2 mostly correctly</u>
	Inverted commas			Inverted commas/speech marks used to punctuate direct speech.	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Inverted commas used mostly correctly to demarcate direct speech	<u>TAF 7 use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)</u>
	Apostrophes for possession			Apostrophes used to denote singular possession.	Apostrophes used to denote both singular and plural possession	<u>Apostrophes for singular and plural possession used mostly correctly.</u>	
	Apostrophes for contraction		Apostrophes to mark contracted forms. Apostrophes sometimes used to denote singular possession.		Apostrophe for contraction e.g. could not/ couldn't	TAF 5 use apostrophes for contraction mostly correctly	TAF 7 use the range of punctuation taught at key stage 2 mostly correctly
	Wider range of punctuation					To begin to use semi-colons to demarcate two independent clauses Colons used to introduce a list" Some use of brackets, commas and dashes to indicate parenthesis	Wider range of punctuation may be used to mark boundaries between independent clauses (eg semi colons, colons, dashes) A range of brackets, dashes or commas used to indicate parenthesis - selected to best suit the formality, tone and purpose of writing. <u>TAF 7 use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)</u> Use of hyphens to avoid ambiguity
Tense and Verb Forms	Tenses		AF 4 The pupil can, after discussion with the teacher: use present and past tense mostly correctly and consistently	Tense choice generally consistent, mainly grammatically accurate and appropriate to task including use of present perfect where appropriate.e.g I have eaten/I had eaten	Tense choice appropriate and consistent with verb forms varied and grammatically accurate in terms of Standard English.	Use Standard English forms for verb inflections	TAF6 use verb tenses consistently and correctly throughout their writing
	Verb Forms		Standard English is demonstrated in subject-verb agreement of the verb to be (eg we were as opposed to we was)		Use Standard English forms for verb inflections instead of local spoken forms, such as, she is and they are	Verb forms used accurately and appropriate tense choice maintained including use of modal verbs to create cohesion	Verb forms are controlled and selected to convey precision of meaning (It would be helpful if you could let me know, as this will enable me to take further action). A range of verb forms develops meaning, and appropriate tense choice is maintained including use of modals (should, might, could, will, must) (it will probably leave of its own accord...We could catch a later train, but will we arrive on time?). TAF 6 use verb tenses consistently and correctly throughout their writing Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Tense and Verb Forms	Word Order						<u>Emphasis may be created through word order and accurate use of verb phrases, including the passive voice where appropriate (the centre has been visited often).</u> <u>TAF 6 use verb tenses consistently and correctly throughout their writing.</u>
	Word Classes	Nouns	Identification of proper nouns	Introduction of additional detail through the use of expanded noun phrases including simple noun phrases (eg the small cottage/the small cottage with the red door)	Expanded noun phrases add relevant and meaningful detail.	Chooses a variety of different expanded noun phrases for clarity	
Adjectives			Introduction of additional detail through the use of expanded noun phrases including adjectives and comparatives	Some evidence of adjectives being used for precision, clarity and impact (beginning to understand that adjectives can be compared on a scale of intensity)	Noun phrases expanded by the addition of modifying adjectives. Adjectives used for precision, clarity and impact eg difference between hot, warm, tepid, lukewarm etc (shades of meaning)	Expanded noun phrases effectively to add detail, qualification and precision	Describe characters, setting and atmosphere in convincing detail selecting vocabulary accordingly.
Adverbs			Introduction of additional detail through the use of expanded noun phrases including adverbs	Use some fronted adverbials	Adverbial connectives such as however fronted adverbials	Adverbs and adverbials to add detail, qualification and precision	<u>TAF 5 use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</u>
Prepositions				Use some prepositions	Sometimes deletes words in sentences to see which are essential to retain meaning and which are not. (eg avoiding overly long expanded, noun phrases)		Uses prepositions effectively to effectively add detail, qualification and precision
Organisation of Text and Use of Paragraphs	Sequence	Sentences within simple texts are sequenced.	Ideas and events sequenced logically.	Ideas and events are sequenced using adverbs of time or manner or place.	Organisation through sequencing or logical transition, e.g. simple chronological stages; ideas grouped by related points; subheadings.	Cohesion created through organisation of paragraphs in to subjects or linked ideas	Sequencing and structured organisation of paragraphs and / or sections contributes to overall effectiveness of text. <u>TAF 1 write effectively for a range of purposes and audiences</u>
	Opening and Endings	A simple opening and/or ending (Once upon a time...Yesterday we made cakes...Dear Santa...At the end we went home...)	A brief introduction (opening) and ending usually signalled.	A simple opening and ending (Once upon a time...Yesterday we made cakes...Dear Santa...At the end we went home...)	An appropriate opening and closing, which may be linked.		
	Cohesion	Some ideas/events linked by connecting vocabulary, e.g. through repetition of a connective, subject or pronoun relating to the main idea (I made a tree shape. Then I cut it out. Then I stuck a star on then I put the glitter on; my dragon is purple and it has green spots and it has sharp claws and it has a long tail and it breathes fire).	Related sentences linked by pronouns or simple time connectives (Then they climbed...She picked the flower...Next you stir it...)	Simple adverbials / pronouns may link sentences, sections or paragraphs (when we got there, after that). Some linking of ideas / events - flow may be disjointed or abrupt	Fronted adverbials contribute to linking of text. Chooses nouns and pronouns consistently for clarity and cohesion. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis <u>TAF 5 use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</u>
	Paragraphs		Some attempt to organise and group related ideas together.	Groups related information to form paragraphs	Uses paragraphs to develop and organise ideas around a theme	Information / events developed in depth within some paragraphs and / or sections.	Some shaping of paragraphs may be evident to highlight or prioritise information, provide chronological links, build tension or interject comment or reflection.
	Layout Devices			Chooses and uses simple organisational devices, such as headings and sub-headings, in non-narrative writing	Confidently uses organisational devices in non-narrative writing	Some organisational features may be used to support structure such as bullet points, sub-headings and headings.	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] are used effectively. TAF 4 in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spelling and Handwriting Curriculum Tracker		The pupil can write sentences that are sequenced to form a short narrative (real or fictional), after discussion with the teacher.	The pupil can write simple, coherent narratives about personal experiences and those of others (real or fictional), after discussion with the teacher. The pupil can write effectively and coherently for different purposes, after discussion with the teacher.	The pupil can, after discussion with the teacher write for a range of purposes.	The pupil can write for a range of purposes independently	The pupil can write for a range of purposes and audiences.	The pupil can write for a range of purposes and audiences
Spelling	Phoneme	Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly. ITAF 3 segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. ITAF 6 The pupil can, after discussion with the teacher: segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	The y sound in words like myth, gym. The ou sound as in young, touch, double, trouble			
	Taught rules	Apply taught Y1 spelling rules to spell many words correctly.	Apply taught Y2 spelling rules to spell many words correctly.	Apply taught Y3/4 spelling rules to spell some of these words correctly.	Apply taught Y3/4 spelling rules to spell most of these words correctly.	Apply taught Y5/6 spelling rules to spell some of these words correctly on most occasions.	Apply taught Y5/6 spelling rules to spell most words correctly.
	Common Exception Words	Spelling many Y1 common exception words correctly. ITAF 4 spell some common exception words* Spell the days of the week correctly (ensuring capitalisation).	Spelling many Y2 common exception words correctly. ITAF 7 spell many common exception words*	Spelling most common Y2 exception words correctly. Spelling some Y3/4 common exception words correctly	Spelling most Y3/4 common exception words correctly. Spelling some y5/6 common exception words correctly.	Spelling some Y5/6 common exception words correctly.	Spelling most Y5/6 common exception words correctly.
	Homophones		Spell some common homophones correctly. Distinguish between some homophones and near homophones	Homophones e.g. weigh/way, reign/rain	Further homophones e.g. who's/whose he'll heal/heel	Identify the correct homophone required based on the context the sentence	Continue to distinguish between homophones and other words which are often confused.
	Contracted Forms		Spell some words with contracted forms correctly				
	Possessive Apostrophe		Spell some words using the possessive apostrophe correctly	Place the possessive apostrophe accurately in many words with regular and irregular plurals.	Continue to place the possessive apostrophe accurately in most words with regular and irregular plurals.	Continue to place the possessive apostrophe accurately in most words and show increasing awareness of plurals and possession	Continue to place the possessive apostrophe accurately in most words with regular and irregular plurals
	Silent Letters					Spell some words with silent letters	Spell some words with silent letters
	Dictionary and Thesaurus			Begin to use the first 2 or 3 letters in a word to check its spelling in a dictionary	Use the first 2 or 3 letters in a word to check its spelling in a dictionary	Begin to use the first 3 or 4 letters in a word to check its spelling in a dictionary. Begin to use dictionaries to check the spelling and meaning of words Begin to use a thesaurus and use improved words in most contexts correctly	Use the first 3 or 4 letters in a word to check its spelling in a dictionary. Use dictionaries to check the spelling and meaning of words. Use a thesaurus
	Alphabet	Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same phoneme.					
	Suffixes	Adding Y1 suffixes to spell some words correctly in their writing	Adding taught suffixes (Y2) to spell some words correctly in their writing eg ment, ness, ful, less, ly	Use suffixes beginning with vowels, including words where the spelling changes e.g. get/getting, forgotten, beginner, preferred hop/hopping	Pupils can recognise and spell the suffix 'ation' as in information, adoration, sensation, frustration. The suffix 'ly' as in happily, angrily. The suffix 'ous' as in poisonous, dangerous, famous. The suffix 'tion' sion, ssion,cian as in invention, expression, expansion, musician, sure or ture as in measure, treasure, pleasure, creature picture. sion as in division, confusion, decision, television. Endings gue or que such as league, tongue, antique and unique	Adding taught prefixes and suffixes (Y5/6) to words and spelling many of them correctly	Adding taught prefixes and suffixes (Y5/6) to words and spelling most of them correctly
Handwriting	Letter Size and Formation	Lower case letters are formed correctly. Capital letters and digits are formed correctly. TAF 5 form lower-case letters in the correct direction, starting and finishing in the right place . TAF 6 form lower-case letters of the correct size relative to one another in some of their writing. TAF 7 use spacing between words.	Lower case letters are of the correct size relative to one another Capital letters and digits are of the correct size relative to one another and to lower case letters. TAF 8 form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Words are correctly spaced. TAF 9 use spacing between words that reflects the size of the letters.	Letters are consistent in size and proportion with both letters and words evenly spaced			
	Joining		TAF Use the diagonals and horizontal strokes needed to join some letters	Letters are joined using diagonal and horizontal strokes only where appropriate. Writing is showing increasing legibility and fluency.	Letters are joined using diagonal and horizontal strokes only where appropriate. Writing is legible and fluent. ITAF maintain legibility in joined handwriting when writing at speed.		



MATHS POLICY

INTENT

We aim to send every young person into the world able and qualified to play their full part in it. This means that we want students to develop the skills, knowledge and attributes to thrive and flourish in their school years and beyond.

Our intent is that every pupil leaves our school confident and competent to deal with any mathematical problem they may face in their lives and future careers. This is achieved through promoting pupils to; be resilient in their approach, take risks to deepen their knowledge, forge valuable working relationships and take responsibility for and enjoy their learning. We aim to push pupils to be the best mathematicians by building up their skills base and maximising their attainment and understanding in mathematics at whichever stage that may be.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Maths through the progression of skills and knowledge, both of which are planned in a sequential document. Teachers also ensure that lessons are built upon the skills and knowledge of the children, allowing for lessons to be adapted to the needs of the learners.

HOW WE INTEND TO REMOVE BARRIERS

In Maths we remove barriers to learning and support students' ability to access the curriculum through the use of informal and formal assessment. Every lesson is a tool to inform the teacher of progress made, support required and intervention needed for the next lesson.

Barriers may include gaps in subject knowledge, absence from school or misconception and misunderstanding. Teachers remove these barriers by regularly marking work, ensuring each child has chance to 'feedback' to their teacher - orally, written, traffic light assessment.

Teachers may plan for small intervention groups, lasting no more than 20 minutes to work on specific objectives. Teachers also use warm up activities or home learning to support gaps in learning. Lessons are differentiated, where and when necessary, to remove barriers and enable children to access the learning they need. Lessons could be differentiated by support, activity, method and task completion.

LITERACY

Ensuring children access reading and writing opportunities within a maths lesson is a non-negotiable. Children access word problems, mathematical stories and investigations, all of which require children to give their answer or reasoning, orally or written.

As part of our termly assessments, children complete an arithmetic paper and a reasoning paper. The reasoning paper may be read to any child, although we encourage children to underline key

terminology and identify what they need to do to complete the problem. Marks are awarded for the answer and the working out. This is reinforced throughout our teaching and children understand the need to explain their method and reasoning.

Children at all levels and stages of learning are exposed to oral and written reasoning and problem solving, alongside regular fluency.

ORACY

In order to develop their oracy within a subject specific context, pupils are given opportunities to talk about their learning. Staff challenge use of mathematical vocabulary and will direct pupils towards the correct terminology, when appropriate. Staff also ensure children are exposed to language used within formal tests and encourage use of new terminology in their own learning. Staff model mathematical language throughout the school day and give children sentence stems and opportunities to use mathematical language across all lessons.

VOCABULARY

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key mathematical vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each and every lesson. Engaging starter activities help students to recall the key concepts of prior learning, as well as giving children a chance to practice key mathematical skills that children need in everyday life. Children are encouraged to recognise the purpose and use of each mathematical skill within real life and how they can use these skills outside of the classroom.

The skills for learning process within the Maths curriculum both reinforces the key Mathematical skills content and helps our students to know, remember and be able to do more at each stage of the curriculum.

Teacher assessment and formal assessment informs planning and progression within the curriculum. In Y2 and Y6, children complete previous KS1/ KS2 SATS papers at the end of each term to monitor progress and identify gaps in learning. Children in Y1, 3,4, and 5 complete PIRA and PUMA assessments, termly, to inform overall teacher assessment.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Maths, our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way. Mathematics encourages perseverance, resilience as well as promoting efficiency and speed. Children are directed to work independently and in teams and often given the choice on how they choose to work. Children use squared books to promote well presented, methodical working out.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

Mathematics is embedded as part of everyday practise throughout our schools. Children are encouraged to use maths in all 'real life' opportunities. Examples of how we use embed maths to enhance student experiences would be;

- Enterprise events/ School Fayres - budgeting, buying, selling
- PE Lessons - measuring distance, timing sports events.
- Telling the time - Children use analogue and digital clocks around school, use of daily/ weekly timetables.

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NUMBERS AND PLACE VALUE	Reading and writing numbers	Read and write numbers from 1 to 20 in numerals and words	Read and write numbers to at least 100 in numerals and in words	Read and write numbers up to 1000 in numerals and in words	Read and write numbers up to 10,000 in numerals and words	Read, write, order and compare numbers to at least 1000 000 and determine the value of each digit	Can demonstrate an understanding of place value, including large numbers and decimals Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
	Place Value		Recognise the place value of each digit in a two-digit number (tens, ones) <u>Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus.</u>	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)		
	Counting	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	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Count from 0 in multiples of 4, 8, 50 and 100;	Count backwards through zero to include negative numbers Count in multiples of 6, 7, 9, 25 and 1000	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, including through zero	Use negative numbers in context, and calculate intervals across zero
	More and less	Given a number, identify one more and one less		Finding 10 or 100 more or less than a given number	Find 1000 more or less than a given number		
	Identify and represent	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Identify, represent and estimate numbers using different representations, including the number line	Identify, represent and estimate numbers using different representations	Identify, represent and estimate numbers using different representations		
	Comparing, ordering and rounding	Use the language of: equal to, more than, less than (fewer), most and least	Compare and order numbers from 0 up to 100; use <, > and = signs	Compare and order numbers up to 1,000	Order and compare numbers beyond 1,000. Round any number to the nearest 10, 100 or 1,000	Read, write, order and compare numbers to at least 1,000,000. Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000	Read, write, order and compare numbers up to 10,000,000. Round any whole number to a required degree of accuracy
	NPV Solving Problems	Use place value and number facts to solve simple problems (1-20)	Use place value and number facts to solve problems	Solve number problems and practical problems involving these ideas.	Solve number and practical problems that involve all of the above and with increasingly large positive numbers	Solve number problems and practical problems that involve all of the above	Solve number problems and practical problems that involve all of the above.
	Numerals				Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	
ADDITION AND SUBTRACTION SKILLS	Addition and subtraction mental skills	Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero read, write and interpret mathematical statements involving addition (+) and subtraction (-) and equals (=) signs	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 objectives, 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	Add and subtract numbers mentally where re-grouping is concerned , including: -a three-digit number and ones -a three-digit number and tens -a three-digit number and hundreds Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot"		Add and subtract numbers mentally with increasingly large numbers	Perform mental calculations, including with mixed operations and large numbers
	Addition and subtraction written skills	Read, write and interpret mathematical statements involving addition (+) and subtraction (-) and equals (=) signs		Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	Add and subtract any whole numbers including those with different amounts of digits. Add and subtract decimals including those with different amounts of digits
ADDITION AND SUBTRACTION USING AND APPLYING	Estimating / checking / Inverse		Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems	Estimate the answer to a calculation and use inverse operations to check answers	Estimate and use inverse operations to check answers to a calculation	Use rounding to check answers to calculations and determine, in the context of the problem, levels of accuracy	Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MULTIPLICATION AND DIVISION	ADDITION AND SUBTRACTION USING AND APPLYING	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = -9$	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
	Multiplication and division mental skills	Count in multiples of 2s, 5s and 10s	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Count in multiples of 4, 8, 50 and 100 Write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.	Recall multiplication and division facts for multiplication tables up to 12×12 Count in multiples of 6, 7, 9, 25 and 1,000 Recognise and use factor pairs and commutativity in mental calculations 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	Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000	"Perform mental calculations, including with mixed operations and large numbers."
	Multiplication and division calculation	Understand that multiplication is same as repeated addition	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	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 whole numbers and those involving decimals by 10, 100 and 1000. 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 multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
	Properties of numbers, multiples, factors, primes, square and cube numbers.				Recognise and use factor pairs and commutativity in mental calculations	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3). Recognise and use square numbers and cube numbers, and the notation for squared and cubed	Identify common factors, common multiples and prime numbers
MULTIPLICATION AND DIVISION PROBLEM SOLVING		Practically share and group. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Solve simple one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Recall and use multiplication and division facts for 2, 5 and 10 to solve problems, demonstrating an understanding of commutativity as necessary. Solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')	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	Solve problems involving multiplying and adding, including using the distributive law to multiply two -digit numbers by one -digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	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.	Use their knowledge of the order of operations to carry out calculations involving the four operations. Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve problems involving addition, subtraction, multiplication and division.

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
FRACTIONS, DECIMALS AND PROPORTION	Recognise, find, write, use	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.	Can identify 1/3, 1/4, 1/2, 2/4, 3/4 and know that all parts must be equal parts of the whole 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 equivalence of 2/4 and 1/2.	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise and show, using diagrams, equivalent fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.	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.	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal.	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
	Add / Subtract	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.	Add and subtract simple fractions with the same denominator.	Add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7) Compare and order unit fractions, and fractions with the same denominators.	Add and subtract fractions with the same denominator.	Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Compare and order fractions whose denominators are all multiples of the same number.	Calculate using fractions, decimals and percentages. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Compare and order fractions, including fractions >1.
	Comparing fractions and decimals			Compare and order unit fractions, and fractions with the same denominators.	Compare numbers with the same number of decimal places up to two decimal places.	Compare and order fractions whose denominators are all multiples of the same number. Compare numbers with up to three decimal places.	Recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities. Compare and order fractions, including fractions >1
	Multiply and Divide Fractions					Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Calculate using fractions, decimals and percentages. Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers. 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. Associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)
	Recognise, find, compare and round decimals	Recognise coins and use the language of money	Recognise and use symbols for pounds and pence. Combine amounts to make an amount. Use different coins to make the same amount.	Write money in £ and pence. Multiply a whole number by 10 or 100	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.	Read and write decimal numbers as fractions Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Read, write, order with up to three decimal places.	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. 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.
	Rounding decimals				Round decimals with one decimal place to the nearest whole number	Round decimals with two decimal places to the nearest whole number and to one decimal place	
	Problem Solving fractions and decimals	Role play paying money	Solve simple problems involving money	Solve problems which involve all of the above	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Solve simple measure and money problems involving fractions and decimals to two decimal places	Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25	Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using known knowledge of fractions and multiples"

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Measure and calculate	Measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)	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 Use scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on a scale given	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes	Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m. Estimate, compare and calculate different measures.	Estimate the area of irregular shapes Estimate volume (e.g., using 1cm ³ blocks to build cuboids (including cubes) and capacity (e.g. using water). 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)	Can calculate with measures Calculate the area of parallelograms and triangles Calculate, estimate and compare volumes of cubes and cuboids using standard units, including cubic centimetres cm ³ and cubic metres (m ³) and extending to other units such as mm ³ and km ³ Can substitute values into a formula to solve problems (e.g perimeter of rectangle or area of triangle)
	Compare and convert	Compare, describe and solve practical problems for: <u>lengths and heights</u> (e.g. long/short, longer/shorter, tall/short, double/half) <u>mass/weight</u> (e.g. heavy/light, heavier than, lighter than) <u>capacity and volume</u> (full/empty, more than, less than, half, half full, quarter) <u>time</u> (quicker, slower, earlier, later)	Compare and order lengths, mass, volume/capacity and record the results using >, < and =	Know how many cm in a m, m in a km, mins in an hour etc (measurement equivalence)	Convert between different units of measure (e.g. kilometre to metre; hour to minute) Find the area of rectilinear shapes by counting squares	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 Use knowledge of arrays to find area	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places Convert between miles and kilometres
	Problem Solving measures					Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formula for area and volume of shapes
	Money	Recognise and know the value of different denominations of coins and notes	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.	Add and subtract amounts of money to give change, using both £ and p in practical contexts	Estimate, compare and calculate different measures, including money in pounds and pence	Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling	Use all 4 operations to solve multi-step problems involving money
	Time	Sequence events in chronological order using language (before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) Recognise and use language relating to dates ,including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Compare and sequence intervals of time Can read the time on the clock to the nearest 15 minutes Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events, for example to calculate the time taken by particular events or tasks	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	Solve problems involving converting between units of time	Read and interpret timetables Solve problems about time intervals
GEOMETRY	Shapes	Recognise and name common 2D and 3D shapes, including: 2D shapes (e.g. rectangles (including squares), circles and triangles) 3D shapes (e.g. cuboids (including cubes), pyramids and spheres)	Identify and describe the properties of 2D shapes , including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes , including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3D shapes, for example a circle on a cylinder and a triangle on a pyramid. Compare and sort common 2D and 3D shapes and everyday objects.	Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Identify 3D shapes, including cubes and other cuboids, from 2D representations Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angle	Draw 2D shapes using given dimensions and angles. Recognise, describe and build simple 3D 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

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GEOMETRY	Angles and lines	Recognise reflective symmetry.	Complete reflective patterns.	Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal, vertical lines and pairs of perpendicular and parallel lines.	Identify acute and obtuse angles and compare and order angles 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.	Draw given angles, and measure them in degrees ($^{\circ}$). Know that angles are measured in degrees. Identify -angles at a point and one whole turn (total 360°) -angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) -other multiples of 90°	Can use mathematical reasoning to find missing angles Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
	Position	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Order and arrange combinations of mathematical objects in patterns and sequences. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise),	Describe position in a space on a grid using co-ordinates in letters or numbers. Describe a movement from a to b.	Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon.	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.	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, ALGEBRA AND RATIO	Statistics	Construct and interpret simple pictograms.	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and 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.	Interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.	Interpret pie charts and line graphs and use these to solve problems. Construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.
	Algebra						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.
	Ratio						Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.



SCIENCE POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Science curriculum is designed to sequence learning and embed the key skills that are required to develop curious students into competent designers, engineers, architects and chefs.

We believe that our Science curriculum prepares children for the rapidly changing world that we live in, empowering the children in all areas of the subject so that they may aspire to a science based career choice. Our Science curriculum encourages pupils to look at the world around them, and begin to find answers to questions. Through practical enquiry and class work, we look to provide all pupils with a solid understanding of basic scientific principles, which will enthuse them to want to study Science further.

We cover all 3 aspects of Science; Biology, Chemistry and Physics.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Science through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of inquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

AIMS

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

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

SCIENTIFIC KNOWLEDGE AND CONCEPTUAL UNDERSTANDING

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

THE NATURE, PROCESSES AND METHODS OF SCIENCE

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

HOW WE INTEND TO REMOVE BARRIERS

In Science, we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition.

Misconceptions do not go unchallenged and the supportive environment within each lesson ensures that students develop their own literacy and vocabulary.

LITERACY

Students are given many opportunities to read widely and often with students directed to texts related to Science and scientists, as well as researching independently. Pupils take part in learning opportunities with a range of contexts for reading and writing. These will develop from being supported to independent.

NUMERACY

Throughout each year of the curriculum data handling skills are sequenced to become more complex over time. This ensures students build on the fundamental aspects of each one and develop their confidence and understanding.

ORACY

In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff challenge use of scientific language and will direct pupils towards the correct terminology when appropriate.

VOCABULARY

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key Science vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each lesson. Engaging starter activities help students to recall the key concepts of prior learning. Our aspiring scientists are presented with a variety of experiences and learning opportunities. They are challenged to think critically and form opinions.

The skills for learning process within the Science curriculum both reinforces the key design skills content and helps our students to know, remember and be able to do more at each stage of the curriculum.

Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Science our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way.

Science is an inspiring, rigorous and practical subject. Pupils learn how to take risks, becoming resourceful, innovative and capable citizens. Through the evaluation of past and present scientific ideas, they develop a critical understanding of its impact on daily life and the wider world.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

Science is a curriculum that is rooted in the wider world of work. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. As a trust, we have developed links with the Advanced Manufacturing Park in order to enable pupils to see a real world context for the subject. Primary schools are developing links with the subject specialist departments in the secondary schools in order to enhance opportunities and inspire pupils to see how the study of Science can lead to future roles in society. Science is planned as a discrete subject.

SUBJECT INTENT: It is vital that curriculum knowledge and skills are not learnt in isolation. We teach science through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of enquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality. Exemplification of these skills can be found in the appendix document.

		TOPICS	EARTH AND SPACE		
SCIENCE UNIT			Habitats and Environment	Planets and the Solar System	Forces
EYFS	EYFS Knowledge	<p>WHERE DO I LIVE? This topic covers what we know about where we live and helps us to find out that there are different places in our world.</p> <p>SUGGESTED TEXTS Sally and the Limpet, Sharing a Shell, This is Our Home, Bringing Down the Moon, How to catch a star, Shine Moon Shine.</p> <p>SUGGESTED VISITS The Deep, Seaside.</p>	<p>Where do I live? What do I like about my home? What is different between my home and school? What is different between my home and the seaside? What creatures live in Rock pools? Could they survive here?</p> <p>I can tell you where I live. I can talk about my house. I know that the seaside is a journey away to the coast. I know that sea creatures could not live in my garden because they need special salt water etc.</p>	<p>Where do I live? What can I see in the sky from where I live? What is the sun made out of? Is it safe to look at the sun? Is it safe to look at the moon? What is our planet called?</p> <p>I know that my home town is I can name the sun and the moon. I know that I must never look directly at the sun. I can name our planet Earth.</p>	Links with Physical World.
	Skills		<p>ELG The Natural World</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>ELG Comprehension. Use new vocabulary.</p> <p>ELG Listening - Listen attentively and respond to what they hear with relevant questions they have heard.</p>	
	Practicals, Experiments and writing links		<p>Ask children to bring in photographs of any places they have visited such as the seaside - talk about what the place looked like and how it differs to home.</p> <p>Observe sea creatures such as a crab - what does it need to stay alive? What is special about the sea? Can we drink sea water?</p>	<p>Read Bringing Down the Moon - could we build a ladder to the moon? How do people travel to the moon? Build models of rockets.</p> <p>Read Shine Moon Shine - do people live on the moon? Do animals live on the moon? Watch video clips of the moon landings and talk about the special suits astronauts need to survive in space.</p>	<p>Sing Head, Shoulders, Knees and Toes and other body part songs (My Bodyworks: Songs about Your Bones, Muscles, Heart and More! By Jane Schoenberg and Steven Schoenberg).</p> <p>In outdoor learning and PE feel the effect of exercise by putting hands on chest etc.</p>
YEAR 1	Year 1 Knowledge	<p>WHERE DO I LIVE? This topic is all about where we live. It looks at the basic needs to survive and compares the Earth, Sun and moon. It considers how where we live affects us.</p> <p>SUGGESTED TEXTS Whatever Next, How to catch a star, man in the Moon, The way back home, Beegu, Space tortoise.</p>	<p>Do plants need sunlight to grow? Can animals and plants live on the moon?</p> <p>I know that plants need sunlight to grow. I can observe changes across the four seasons. I can observe and describe the weather associated with the seasons and how day length varies as the season changes eg longer daylight in the summer months.</p>	<p>What shape is the Sun, Moon and Earth? What is the Earth made of? Why do we need to wear sunglasses when it is sunny? What happens to the sun when it is cloudy? Which is the biggest, the Sun, Moon or Earth?</p> <p>I can recognise the Sun, Moon and Earth. I know the Earth has land water and air and the moon does not have air or water. I know that the Earth and moon is made of rock. I know that the Sun is a source of light even when it is behind a cloud. I can order the size of the Sun, Moon and Earth.</p>	<p>How can we move objects?</p> <p>I know that humans move objects with a push or a pull.</p>
	Did you know?		I know that animals and plants do not live on the Moon because there is no air and water.		I know that there are many sorts of movement which can be described in many ways and that movement can be stopped.
	Skills		<p>Talk about what they have done and say, with help, what they think they have found out.</p> <p>Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.</p>	<p>Ask simple scientific questions.</p> <p>With support, gather and record simple data in a range of ways.</p>	<p>Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.</p> <p>With support, use simple equipment to measure and make observations.</p>
	Practicals, Experiments and writing links		<p>Writing their own questions about the seasons/plants. Growing seeds in the light/dark. Observe how do the leaves change on trees in the different seasons. Observe how blossom forms on the trees in spring and develop into fruit over the summer for harvesting late summer/autumn.</p>	<p>Writing own questions for enquiry discussion. Comparing scaled pictures of the sun, moon and the Earth, discussing what is the same and different.</p> <p>Go outside in different weathers - feel the effect of the wind on a windy day - discuss if they were on the Moon it would not feel like this. On a cloudy day even though they cannot see the sun it still produces light from behind the cloud. On a calm day you cannot feel the wind.</p>	<p>Practical - investigating objects that you can push/pull Investigate how to start and stop the motion of an object - wheeled toy, throwing and catching a ball, balloon passing, balloon tennis/ volleyball.</p>

		TOPICS	EARTH AND SPACE		
SCIENCE UNIT			Habitats and Environment	Planets and the Solar System	Forces
YEAR 2	Year 2 Knowledge	<p>SOLAR SYSTEM Where is Planet Earth? This topic is all about the solar system and how it is interlinked. During this topic, we should compare how plants, animals and humans can survive on Earth but not on different planets and why this is. Within the topic, we can begin to look at forces that act on the Earth. We also look at the effects of the sun.</p> <p>SUGGESTED TEXT Tower to the Sun. Here we are - Oliver Jeffers - really good for this. Egg Drop.</p>	<p>What are the main habitats on Earth and what animals live in each habitat? What is the best habitat for and why? Why can't animals live on other planets? What is the weather like in. ? Can you name the months and seasons? What do plants need to grow? Would plants be able to grow on any other planet?</p> <p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	<p>Can you name some planets in our solar system? Are planets all the same size? What happens to the sun throughout the day? Is a cloudy day the same as night-time? What can you make a shadow with?</p> <p>I know that there are different planets in our solar system and name some. I know the Sun appears to move during the day. I can say changes that occur when the Sun goes behind a cloud and recognise that these are different from changes at nightfall. I know how my body/or object can make a shadow.</p>	<p>What makes something move? What makes things fall to the ground?</p> <p>I know that it is not only ourselves that make things move by pushing or pulling. I know that a force called gravity causes things to fall on Earth.</p>
	Did you know?		I know animals don't live on other planets as they need air, water and food to stay alive.	I know that the planets in the solar system are different sizes and are made out of different things.	I can ask questions about what is causing movement.
	Skills		<p>Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.</p> <p>Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.</p>	<p>Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explain their reasoning.</p> <p>Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.</p> <p>Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.</p>	<p>Ask and answer scientific questions about the world around them.</p> <p>Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.</p> <p>Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.</p>
	Practicals, Experiments and writing links		<p>Information booklet on the Earth/seasons/weather. Observation over time of seasons/months and changes and how that is linked to temperature and light level. Observe puddles in different seasons - freezing/ evaporation based on temperature.</p> <p>Construct a daily weather chart, identifying date, season and weather. Use to discuss and compare patterns in weather at different times of the year.</p>	<p>Practical - investigating matching the shadows to the object. Using more than one shadow - could this shadow be made from this object?</p> <p>Observe the movement on the sun throughout the day in class and outside.</p> <p>Look at sunrise and sunset pictures/film clips - speeding up. Use a range of secondary resources to research similarities and differences - between the Earth, moon and sun.</p>	<p>Observing change when play dough drops onto a hard surface. Investigate how other objects are affected by gravity as they fall. (Link to properties of materials).</p> <p>Use foot pump rockets to launch and observe the upwards movement of the rocket and discuss why it has moved.</p> <p>Use a range of secondary resources to research similarities and differences between types of movement and how things move.</p>

		TOPICS	EARTH AND SPACE		
SCIENCE UNIT			Habitats and Environment	Planets and the Solar System	Forces
YEAR 3	Year 3 Knowledge	<p>DAY AND NIGHT This topic is all about how day and night are created. It also links day and night on Earth to nocturnal and diurnal animals. The topic also focuses on rocks and what makes up the Earth.</p> <p>SUGGESTED TEXTS The Owl who was afraid of the Dark.</p>	<p>What does nocturnal and diurnal mean? Which animals are nocturnal and which are diurnal? How are nocturnal animals adapted to their environment? How do seasons effect the length of days? How can rocks be grouped? What are the three categories which rocks can be grouped into? What is the process of fossil formation?</p> <p>I know that day length changes depending on the season. I know animals can be classified into nocturnal and diurnal animals. I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. I can recognise that soils are made of rock and organic matter. I know that the Earth has an atmosphere which contains different gases.</p>	<p>What are the planets in our solar system? What order do they go in starting from the sun? Do planets float around in space or do they orbit something? Why does the sun appear to move across the sky during the day? How is day and night created? Why is it daytime and night-time in different parts of the world at the same time? Where does the sun rise and set? How does light travel? Why do shadows take the shape of the object that is blocking the light?</p> <p>I know that the Earth has a core, inner core, mantel and crust. I can name and order the planets in our solar system. I know the planets orbit the Sun. I know light from the Sun can be dangerous and there are ways to protect the eyes. I know that the sun appears to move across the sky over the course of a day but it is the Earth that is moving. I know that it is daytime in the part of the Earth facing the Sun and night-time in the part of the Earth away from the Sun. I know that the sun appears to rise in the East and set in the West. I can identify that the shape of a shadow is the shape of object. I know that shadows are formed when the light from a light source is blocked by an opaque object. I can find patterns in the way that the size of shadows change.</p>	<p>Why has the earth got a magnetic south and north pole? What is special about magnetic force? What is the effect of magnetic force?</p> <p>I know the earth has a magnetic north and south pole and how this affects the Earth.</p>

		TOPICS	EARTH AND SPACE		
SCIENCE UNIT			Habitats and Environment	Planets and the Solar System	Forces
YEAR 3	Did you know?		I know that nocturnal animals have particular characteristics that are adapted to being active at night time.		I know why the earth has got a magnetic south and north pole I know is special about magnetic force. I know what the effect of magnetic force is. I know the earth has a magnetic north and south pole and how this affects the Earth.
	Skills		Ask questions about the world around them and explain that they can be answered in different ways. Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.	Ask questions about the world around them and explain that they can be answered in different ways. Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements. Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.	Ask questions about the world around them and explain that they can be answered in different ways. Tests can be set up and carried out by following or planning a set of instructions.
	Practicals, Experiments and writing links		Sort animals by their characteristics, referencing which are nocturnal/diurnal Group and classify based on adaptations linked to this - eyes, ear size etc. Use sunrise and sunset data to determine when in the year daylight is longest - calculate and chart the data by month. Observe and compare different rock forms.(Igneous, sedimentary and metamorphic) Test rocks for hardness etc. Apply this knowledge to identify where rocks such as sandstone, limestone. Slate and granite have been used as construction materials (school building, local community, sea defences) and draw conclusions as to why they have been used (strength, ability to carve or split). Writing non chronological report about rocks, including fossils.	Use a range of secondary resources to research planets and their position. Create a fact file on a chosen planet. Model of the solar system Investigate how light travels in a straight line using torches and masks, or light boxes. Make ping pong ball models on string and use a torch to shine on the ball whilst rotating ball to show the part of ping pong ball facing the torch is in daylight etc. Observation over time - investigate what shadows are and why they are formed. Investigate how the size of shadows change throughout the day (link to knowledge about light travelling in straight lines). Watch video sources to find out about eclipses and present as an explanation.	Explore how a magnet had a magnet field using iron filing boxes. Use a compass to find magnet north and research why a compass points north.

		TOPICS	EARTH AND SPACE		
SCIENCE UNIT			Habitats and Environment	Planets and the Solar System	Forces
YEAR 4	Year 4 Knowledge	MOONS OF THE SOLAR SYSTEM AND SPACE TRAVEL This strand is all about the Moons within our Solar System and compares their orbital times. The unit also covers space travel and the forces that are required for rockets. It also focuses on space travel and man's journey to the moon. A significant person link could be Katherine Johnson, who was the American female mathematician who calculated the trajectory for America's first human space flight. SUGGESTED TEXTS The Darkest Dark. A Computer called Katherine. Hidden Figures.	What are soils made from? What is evaporation? What is condensation? What part does evaporation and condensation play in the water cycle? Does temperature affect the rate of evaporation? Why is the water cycle important on Earth? I can name the three categories of rock and explain how rocks are created using scientific vocabulary. I can explain how soil composition is influenced by the rocks in the locality. I can use my knowledge that some materials change state when they are heated or cooled and link this to rock formation. I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature eg They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.	What is the Sun? What can you see in the night sky? What is the Milky Way? Are we apart of it? What is a moon? What is the moon made from? Is this the same as earth? Do any other planets in our solar system have moons? How long does it take for the moon to orbit the earth? Do all planets and moons have the same orbital times? Why are the different? How has space travel developed over the years? I know that our Sun is a star. I know that our solar system is part of the Milky Way and when I look at the sky at night I can see planets, stars, galaxy and nebula. I know that planets of the solar system have moons. I know that a moon is a satellite orbiting around a planet. I can compare the different orbital times of the Moons of planets in the Solar System.	What is gravity? Who discovered it? What is friction? What causes it? Can air and water resistance effect the speed an object? How does friction impact an object? What forces are used to make rockets work? I can describe the effects of gravity. I can explain what forces are used to make rockets work.
	Did you know?			I can describe the developments of space travel.	
	Skills		Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections. Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately. Scientific enquiries can be set up and carried out by following or planning a method.	Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.	Take accurate measurements in standard units, using a range of equipment. Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately. Scientific enquiries can be set up and carried out by following or planning a method. Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections.

		EARTH AND SPACE		
SCIENCE UNIT	TOPICS	Habitats and Environment	Planets and the Solar System	Forces
YEAR 4	Practicals, Experiments and writing links	Sorting rock forms into categories - igneous, sedimentary and metamorphic using explanations on how they know it is this type of rock. Investigating the components of soil from different localities. Observe heating and cooling of a variety of materials and use secondary sources to compare to how rock formation is heated and cooled eg volcano.	Using secondary sources to magnify the solar system to observe planets, stars, galaxy and nebula. Create a flip book to show the moon's changes in appearance over the 28 days cycle. Make a 3D model showing why night and day occur and explain this using the model and secondary sources to support.	Creating and investigating own rockets and explaining what forces are used. Investigating air resistance - parachute investigation. Investigating water resistance - dropping shapes in water, making own sail boats.
		Create own environment in a bottle to investigate evaporation/condensation in the water cycle. Investigating changing the rate of evaporation - Where has the water gone? - Hand print on paper towels, puddles, boiling a kettle against a cold surface to see the condensation using a small amount of water and putting it into the microwave.	Interpret and make own sundials to show the movement of the sun. Observing and ordering types of space travel on a timeline - using secondary sources to support. Look at videos of the first moon landing -gathering of moon rock.	

		EARTH AND SPACE			
SCIENCE UNIT	TOPICS	Habitats and Environment	Planets and the Solar System	Forces	
YEAR 5	Year 5 Knowledge	<p>OUR MOON AND IT'S EFFECTS ON EARTH This unit focuses on our Moon linking its 28 day cycle with the phases of the Moon and it's appearance. It also covers how our Moon effects things upon Earth such as the tides.</p> <p>SUGGESTED TEXTS If you had your birthday party on the moon.</p> <p>SUGGESTED TRIPS Chesterfield Barnett Observatory, Perijee and Me.</p>	<p>What do the words 'planets, solar system, sun, moon, rotate, orbit, spherical bodies' mean? How does the shape of an object compare to the shape of the shadow it casts? What might happen to a fixed object during the course of a day? How does the shadow of a fixed object change during the course of a day and why does this happen? What causes a lunar eclipse? What are the different phases of the moon? How does the elliptical orbit of the moon change its appearance from earth?</p> <p>I can describe the Sun, Earth and Moon as approximately spherical bodies and begin to understand how gravity influences this. I can describe the relationships between the Earth, Sun and Moon. I can use terms such as planets, solar system, sun, moon, rotate, orbit, spherical bodies appropriately when describing the Earth, Sun, Moon and other Solar System bodies. I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>I use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. I can describe the movement of the moon relative to the Earth and that the different appearance of the Moon over 28 days provides evidence for a 28-day cycle. I know the phases of the Moon. I can explain what happens to shadows during the course of the day eg gets shorter and then longer again and predict eg by drawing what the shadow will be like at an intermediate time. I can explain what causes a lunar eclipse. I know the appearance of the size and position of the Moon relates to it elliptical orbit.</p>	<p>How and why do the orbits of the different planets in our solar system differ? How long does it take each planet in our solar system to orbit our sun? What is gravitational pull? How does gravitational pull from the moon effect the tide on Earth?</p> <p>I can explain that unsupported objects fall towards Earth because of the force of gravity between the Earth and the falling object. I can discuss the effects of gravitational pull on the earth such as tides. I know how the Moon influences the tide.</p>	
		Did you know?	I know which characteristics of plants make them unsuitable to grow and reproduce naturally on any other planet.		I know the relative movement speed of different planets around the Sun.
		Skills	Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.
		Practicals, Experiments and writing links	<p>Research other planets in the Solar System and look at their atmospheres/environments. Create Venn diagrams to compare and contrast the environments on Mars against Earth.</p> <p>Write an explanation as to why plants cannot reproduce naturally in space or on any other planet in our Solar System except Earth.</p>	<p>Moon phases - children to practically investigate how much of the Moon you can see with them acting as Earth and a torch as the Sun. Moon phases wheel dial. Moon diaries.</p> <p>Investigate and observe what happens to the shadow of a fixed object during the course of the day.</p>	<p>Create human solar system, investigate why it takes Venus less time to orbit the sun compared to Neptune.</p> <p>Research the orbits of the planets in our solar system Create a line graph showing the relationship between the distance from the sun and time it takes for the planet to complete an orbit around sun.</p> <p>Interpret data - planets mass and gravitational pull - identify correlations between the mass of the planet and the amount of gravitational pull it has.</p>

		TOPICS	EARTH AND SPACE		
SCIENCE UNIT			Habitats and Environment	Planets and the Solar System	Forces
YEAR 6	Year 6 Knowledge	CELESTIAL MECHANICS AND EFFECTS (CONCRETE TO ABSTRACT) SUGGESTED TEXTS George's Secret key to the Universe Earth & Space - Collins fact finders SUGGESTED TRIPS Chesterfield Barnett Observatory	How are humans having an impact on their environment? (Global warming). I know what global warming is and its effects.	How is a year calculated? What causes the seasons? How was the sun formed? Why do the planets orbit the sun? What is a solar eclipse? What causes the northern lights? What is the universe? What is global warming? I know it takes the Earth a year to make one complete orbit of the Sun, spinning as it goes and that it is not always easy to gain information about phenomena eg the length of a year using first-hand experience. I understand that the Universe is made up of many Solar Systems. I can explain how the planets in our Solar System orbit the Sun. I know how the sun was formed. I can explain how the Solar eclipse happens.	Why do the planets orbit the sun? How does the gravity affect our solar system? How does gravity affect the orbit of the moon around Earth? How do satellites stay in orbit and how do we use them? Why are all the planets spherical? I know that gravity is central to all celestial motion (orbits other planets). I can explain why the planets in our Solar System orbit the Sun. I know that gravity of the moon is weaker than on earth.
	Did you know?		I know that certain species have adapted in specific ways according to geographical location? I know the difference between adaptation and evolution and how adaptation directly influences evolution? I know that adaptation is the process of adjusting to match the environment and evolution refers to any changes over time. I know that adaptation is affected by geographical location and can describe some examples.	I know how the Northern Lights occur. I can explain how the tilt of the Earth and the Earth's orbit causes summer in England. I know that light travels in straight lines. I can explain why shadows have the same shape as their objects	I can apply my knowledge to explain why the geocentric model of the solar system was inaccurate. I know that the pull of gravity is the same in all directions from the central core which results in a sphere. (Link to spokes of a wheel, deflated to inflated football).
	Skills		Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.	Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.	Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.
	Practicals, Experiments and writing links		Sort images of different species according to evolutionary traits (cats, dogs, fish etc). Identify adaptations within each species and identify possible reasons for specific adaptations.	Research. How is global warming affecting the earth? Compare different view points - analyse evidence form video clips and photos - form their own opinions backing up with evidence. Look at images of a solar eclipse - explain and use torches to demonstrate. Investigate how the shadow created by the object varies in size based on distance from the light source. Is it possible for the object to completely eclipse the light source? Non-chronological report on Global warming.	Investigate the balance between internal and external pressure using balloons- relate to the spherical bodies in solar system.

		TOPICS	LIVING THINGS - HUMANS		
SCIENCE UNIT		Basic Anatomy	Growth and Reproduction	Human Needs	Human Systems and Organisms
EYFS	EYFS Knowledge	SUGGESTED TEXTS We've All Got Bellybuttons! Germs are Not for Sharing Your Body, Your Senses Fairy Tales Gone Wrong: Eat Your Greens, Goldilocks (series) SUGGESTED VISITOR Local nurse/ dentist	Who is in your family? Who is the oldest, who is the youngest? How have you changed from when you were a baby? I can talk about my family and tell you who is the oldest and youngest. I can talk about my baby photograph and tell you what I can do now that I could not do then.	What do babies need to stay healthy? What do we need to stay healthy? What food is good for me? How do we keep our teeth clean? Who helps us in our community? (Dentist/ doctor) I can tell you what a baby needs. I can sort some healthy and unhealthy foods. I can clean my teeth with a toothbrush. I know that a dentist looks after my teeth etc.	What are the main parts of my body called? What happens to my body when I run fast? I can name the external parts of my body. I know that my heart beats faster when I exercise.
	Skills		ELG Past and Present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	ELG Managing Self - Manage their own basic hygiene and personal needs including dressing and going to the toilet. Understand the importance of healthy food choices.	ELG Comprehension - use and understand recently introduced vocabulary during discussions.

		TOPICS	LIVING THINGS - HUMANS		
SCIENCE UNIT		Basic Anatomy	Growth and Reproduction	Human Needs	Human Systems and Organisms
	Practicals, Experiments and writing links		<p>Make own time line ordering baby to toddler to current photographs. Ask children to bring in family photographs to talk about in small groups - focus on vocabulary grandparents, parents etc.</p> <p>What is the same, what is different?</p>	<p>Arrange a visit from a parent with a baby - hot seat the mummy asking questions about what the new baby does, needs etc.</p> <p>Arrange a visit from a local nurse/ dentist - set up Role Play to model what they tell us about their role.</p> <p>Set up a fruit tasting session - learn new vocabulary. Sort pictures of healthy and unhealthy foods.</p>	<p>Sing Head, Shoulders, Knees and Toes and other body part songs (My Bodyworks: Songs about Your Bones, Muscles, Heart and More! By Jane Schoenberg and Steven Schoenberg).</p> <p>In outdoor learning and PE feel the effect of exercise by putting hands on chest etc.</p>

YEAR 1	Year 1 Knowledge	<p>BASIC ANATOMY This strand is about the basics of the human anatomy and what is similar/different between all living things.</p> <p>SUGGESTED TEXTS Dem Bones, Avocado baby, Once there were Giants, tadpoles promise, The very hungry caterpillar</p>	<p>What happens when animals get older? eg grow into adult What happens when humans get older? How does the appearance of humans change as they get older?</p> <p>I know that all animals, including humans, grow and change as they become older. I can recognise that humans' appearance changes over time eg we get taller, heavier.</p>	<p>What do I need to eat to keep my body healthy? What are the names of fruit and vegetables? What do humans need to stay alive? What does my body need to grow?</p> <p>I know that the body needs a healthy diet to keep it healthy. I know that fruits and vegetables are part of a healthy diet. I can recognise some fruits and vegetables and name them.</p> <p>I know that we need food, water and air and water to stay alive. I know that all animals, including humans, need to feed to grow and to be active.</p>	<p>What are the parts of my body? I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. I know that it is important to keep my teeth clean.</p>
	Did you know?		I know different animals can live for different lengths of time.		
	Skills		Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. Talk about what they have done and say, with help, what they think they have found out.	Ask simple scientific questions. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. Talk about what they have done and say, with help, what they think they have found out.
	Practicals, Experiments and writing links		Matching activities - life phases of humans/animals. Timelines.	Sorting fruit/ vegetables - Like/don't like sweet/not sweet, Seeds/ no seeds, colour, peel/no peel. Labelling fruit and vegetables and writing sentences about them.	Build a person game (like Beetle). We all have... Heads Shoulders knees and toes (add in different body parts). Labelling parts of the body - large scale diagram. Disclosing tablets-teeth cleaning.

		TOPICS	LIVING THINGS - HUMANS		
SCIENCE UNIT		Basic Anatomy	Growth and Reproduction	Human Needs	Human Systems and Organisms
YEAR 2	Year 2 Knowledge	<p>BASIC ANATOMY This strand is about the functions of basic anatomy and what parts of the body do what. It also explores how plants and animals receive food.</p> <p>SUGGESTED TEXTS Funny Bones, Handa's Surprise, Oliver's Vegetables, Oliver's Fruit Salad</p>	<p>How do humans change as they grow into adults? How can appearance change? How do you know whether something is alive, dead or has never lived? How have I changed since birth?</p> <p>I notice that animals, including humans, have offspring which grow into adults. I can recognise that some features of appearance can be changed eg length of hair but others are difficult to change or cannot be changed eg colour, shape of face. I can say whether things are alive, dead or have never lived. I can say how I have changed since birth and suggest ways in which I might change as I grow.</p>	<p>What do our bodies need from food to be healthy? What do our bodies need to grow? Why is hygiene important to humans? Why do humans have to exercise? Why is it important for our bodies/minds?</p> <p>I understand the basic needs of animals, including humans, for survival (water, food and air) and the main changes as young animals, including humans, grow into adults. I know that the body needs a balanced diet which is varied diet to keep healthy eg we shouldn't have too many sweet things, we should have a variety of fruit and veg. I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Why do humans have teeth? What do teeth do? What is the job of the heart? What are the five sense and what do they do? What are the names of the main internal organs in the body?</p> <p>I can identify basic internal organs (brain, heart, stomach, lungs). I can identify the different types of teeth in humans, that their teeth are deciduous and their simple functions.</p>
	Did you know?				I know that different types of exercise can help different body parts.
	Skills		<p>Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.</p> <p>Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.</p>	<p>Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.</p> <p>Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.</p>	Ask and answer scientific questions about the world around them.
	Practicals, Experiments and writing links		<p>Changes explanation booklet. Comparison -sorting pictures/object that are alive, dead or have never lived, Explain reasons for sort. Survey class characteristics - eye colour, hair colour, height, age, etc.</p>	<p>Food diaries. Practical - use blender/juice bike from Mellors to create own fruit smoothies (link to forces). Preferences test - offer a range of party foods (healthy/non healthy) children select and then survey which is the most /least popular and whether people have made healthy choices.</p>	<p>Writing Information booklets on senses/parts of the human body. Grouping/comparing according to senses. Adding organs to a large scale diagram - where are they located? Devise exercises for different body parts in PE. Observe and match teeth to purpose. - cut tear grind. Sensory deprivation experiences - blindfold pairs obstacle course, feely boxes, smelly boxes, Blindfold tasting, how far away can you hear? Listening walks outside. etc.</p>

YEAR 3	Year 3 Knowledge	<p>FUNCTIONS OF ANATOMY - PART 2 This strand compares the functions of anatomy in living things and looks at how we can group and classify living things.</p> <p>SUGGESTED TEXTS Dr Dog.</p>	<p>What stages are in the life cycles of humans? What happens during each stage of the human life cycle?</p> <p>I know that all humans have a life cycle and that this generally develops from youth, to young adulthood, to adult to old age. I can order on a timeline stages of human growth. I can identify and describe the characteristics of each life stage.</p>	<p>What are the main food groups? What foods are in each food group? What is the importance of each food group for our bodies?</p> <p>I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. I know examples of carbohydrates, proteins and dairy and fat and vitamins and minerals.</p>	<p>What bones are part of the humans skeleton? Why is the skeleton important? Why do we have muscles? How do muscles help us to move? Which organs belong to the main body systems (circulatory, respiratory and digestive)?</p> <p>I know that animals, including humans, have skeletons and muscles for support, protection and movement. I know that our body has organs which help us like the lungs which help us breathe. I know the heart is part of the circulatory system which transports blood around our bodies through arteries and veins. I know that our digestive system helps us to break down food.</p>
	Did you know?			I know what types of nutrition animals need to survive, including basic food groups and how those food groups maintain good health eg muscles need protein	
	Skills		Ask questions about the world around them and explain that they can be answered in different ways.	Make increasingly careful observations, identifying similarities, differences and changes, and making simple connections. Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams.	Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.
	Practicals, Experiments and writing links		Use a range of secondary resources to research reproduction. Order the stages of human life newborn, toddler, young child, older child, adolescent, young adult, middle -aged adult, elderly person - describe the developmental differences for each stage. Create a life timeline to show human cycle.	Create food pyramids. Organise to take children on a visit to a local supermarket to look at the different foods available. Group foods into categories - proteins, fats, carbohydrates, vitamins & minerals. Plan, write and describe three different balanced meals for people - How will you make sure each person is able to eat a balanced diet despite their dietary restrictions? Research health problems linked to unhealthy lifestyles.	Group and classify bones according to their characteristics. Comparison tables - writing sentences about comparison. Use a range of secondary resources to research similarities and differences. Investigate how the digestive system works by creating poo. Make a lift the flap book explaining the digestive system (Plop up book).

		TOPICS	LIVING THINGS - HUMANS		
SCIENCE UNIT		Basic Anatomy	Growth and Reproduction	Human Needs	Human Systems and Organisms
YEAR 4	Year 4 Knowledge	<p>DIET AND EXERCISE This strand is about the importance of a healthy lifestyle including diet and exercise. It links how our food is digested, transported around the body and then how the nutrients are used in different ways within the body.</p> <p>SUGGESTED TEXTS Where did my bean Burger go? The Little Mole who knew it was none of his business.</p>	<p>What are the differences in capabilities of newly born animals and humans? What is the difference between the length of time humans and animals are dependent upon their parents?</p> <p>I can describe differences in capabilities of newly born humans and other animals eg in movement, feeding, I can recognise differences in the length of time humans and other animals are dependent upon parents.</p>	<p>What is the impact of each food group on the human body? What is their importance with regards to nutrition and health? What happens to our muscles when we exercise?</p> <p>I know the role of each food group to the body and their importance to nutrition and health. I know that different types of exercise can help different body parts. I know that we need exercise to stay healthy and to maintain our muscles and that when we exercise, our muscles work harder.</p>	<p>What are the functions of particular bones? Why do we have different shaped teeth? How is food and water transported throughout the body? What are the basic parts and functions of the digestive system?</p> <p>I describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions.</p>
	Did you know?			I know that different people may have different dietary requirements eg children need a certain amount of protein for growth.	I know the function of bone marrow.
	Skills		Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.	Take accurate measurements in standard units, using a range of equipment. Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately. Scientific enquiries can be set up and carried out by following or planning a method.	Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions.
	Practicals, Experiments and writing links		Create a graph to show and compare dependency on adults. Look at Time-lapse films to observe the changes of growth over time.	Sample foods high in each food group. Compare a range of products for their nutritional value according to their packaging. Compare traffic light for nutritional labelling. Research into vitamin deficiency and the effects this has on the body eg skurvy (using secondary sources). Create own models of antagonistic muscles to show how these pull to work together when exercising.	Label a model skeleton and mouth (teeth). Compare of different types of joints in a human skeleton. Investigate the functions of different teeth, looking at the shape of the teeth(what they are protecting) and what they are utilised for. Draw and label the digestive system and show how food is transported. Investigate how food is broken down in the stomach - stomach acid experiment using alka seltzer and oil/water Comparison of teeth of herbivores and carnivores through pictures.

		TOPICS	LIVING THINGS - HUMANS		
SCIENCE UNIT	Basic Anatomy	Growth and Reproduction	Human Needs	Human Systems and Organisms	
YEAR 5	Year 5 Knowledge	<p>CHANGES AND ADAPTATION This strand is about life cycles and how living things change over time and to adapt to their environment. It stresses the impact of exercise and a healthy diet and should link to the Physical Activity lessons.</p> <p>SUGGESTED TEXTS Charlotte's Web</p>	<p>In which ways do human and animal offspring usually mirror their parents? In which ways can human and animal offspring differ from their biological parents? What are the different stages of growth and development in the life of an average human? What happens to the human body during puberty and why?</p> <p>I can describe the changes as humans develop to old age. I recognise particular stages in the growth and development of humans, such as puberty.</p>	<p>Why is exercise important? Why is it important to have a healthy diet? What can happen if we don't lead a healthy lifestyle? How do you calculate food requirements?</p> <p>I can describe the importance of exercise for humans, eating the right amounts of different types of food and that an imbalance of certain types of food can lead to disease. I can calculate food requirements for a healthy diet, using information provided.</p>	<p>What are the main organs in the human body and where are they located? What is the basic function of each main organ in the human body? How is a pulse rate measured? Does everyone have the same heart rate? How is a pulse rate related to heart beats? What happens to your heart rate when you exercise and why does this occur? How does increased blood supply help your muscles during exercise and why is this important?</p> <p>I can label the main organs of the body and name their basic function. I know how to measure pulse rate and relate it to heart beat, I can describe how, when humans exercise, muscles move parts of the skeleton and this activity requires an increased blood supply, so the heart beat increases and the pulse rate is faster. I know that exercise causes an increase in gaseous exchange. (Need to expel more carbon dioxide).</p>
	Did you know?				I know that athletes train their bodies to work more efficiently and have better recovery times.
	Skills		Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them.	Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. A method is a set of clear instructions for how to carry out a scientific investigation. Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).
	Practicals, Experiments and writing links		Human time line - include the important changes during each stage - eg: babies (attachment dependent, brain development), toddlers (exploration, brain development, fine motor skills), teenager (puberty) etc. Look at photographs of our family - talk about how we are similar to our parents, what have we inherited from them? Look at skin colour, hair colour, eye colour, height, facial features.	Research health problems linked to unhealthy lifestyles - diabetes, heart disease, being overweight, Look at food packages - RDA for children, adults (men/women), compare traffic light system, talk about calories, fat (saturated and unsaturated), energy, fibre, salt content, sugar. Compare the amount of sugar in certain foods - make sugar towers. Use nutritional information from food packages/ data to calculate if an adult has exceeded their RDA of calories, fat, sugar or salt.	Investigation - what type of exercise increases your HR the most? Practical - finding pulse, measuring and recording data, compare with one another, do we all have the same heart rate? Draw around our bodies and draw/label the main organs. Group organs into the body system they are involved in. Create a linked spider diagram/concept map to show how the organs and systems within the human body can be linked with one another. Make balloon lungs in a bottle.

		TOPICS	LIVING THINGS - HUMANS		
SCIENCE UNIT	Basic Anatomy	Growth and Reproduction	Human Needs	Human Systems and Organisms	
YEAR 6	Year 6 Knowledge	<p>EVOLUTION AND ADAPTATION This strand is about evolution and the development of the human body and how.</p> <p>SUGGESTED TEXTS Pig Heart Boy (Heart and circulation) One Smart Fish (evolution) Island - A Story of the Galapagos Little Changes (evolution)</p>	<p>What is inheritance? Why do we inherit particular characteristics from our parents? What characteristics can we inherit? What is adaptation? How have living things adapted to suit their environments? How have some living things changed over time? What is evolution? What is the theory of evolution? How have humans evolved over time? How has the skeleton of a human changed and why?</p> <p>I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. I can describe and compare the bodies of some homin species and how they evolved for different purposes - climbing / walking. I can use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved.</p>	<p>How does diet, exercise and drugs affect how our bodies function? What do we need for our bodies to function well? What health problems can result from eating an unbalanced diet/ unhealthy lifestyle?</p> <p>I can recognise the impact of diet, exercise, drugs (medicines and recreational drugs) and lifestyle on the way their bodies function.</p>	<p>What is the circulatory system and why do we need it? Which parts of our body make up the circulatory system? How does the circulatory system work? How does the heart work? What are blood vessels and what do they do? What are the components of blood and what is their function? How is water and nutrients transported within the body? How does a poor lifestyle affect how the circulatory system works?</p> <p>I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I can describe the ways that nutrients and water are transported within the human body. I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>
	Did you know?		I can explain how the development of the skeleton during evolution helped humans to walk and run such as a narrower pelvis for upright walking.	I can relate deficiency diseases to diet. I can describe possible health effects of unbalanced diets from data provided. Such as calcium deficiency -rickets, scurvy and anaemia etc.	
	Skills		Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge.	Choose an appropriate approach to record accurate results, including scientific diagrams, labels, timelines, classification keys, tables, models and graphs (bar, line and scatter), linking to mathematical knowledge.	Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.

		TOPICS	LIVING THINGS - HUMANS		
SCIENCE UNIT		Basic Anatomy	Growth and Reproduction	Human Needs	Human Systems and Organisms
YEAR 6	Practicals, Experiments and writing links		Make comparisons - similarities and differences between offspring and parents - what has been inherited?	Research health problems linked to unhealthy lifestyles. First aid training - Produce a leaflet of how to keep a healthy heart - what to do in an emergency if someone is unwell. CPR British Heart Foundation - heart start training.	Labelled diagram of the heart. Research the circulatory system. Make blood - look at the components in comparison to each other. Straw investigation (fair test) - different thicknesses - how does this affect blood flow? Investigate how fluids travel under different pressures -hydraulic systems - relate to narrowing of arteries. Dissect a pig's heart.
			Labelled diagrams of how the human body has evolved. Timelines.	Pattern seek - any patterns in health related issues and age, sex, amount of exercise, diet - positive /negative correlations.	Written explanation of how blood flows through the heart Non-chronological report on components of blood.

		TOPICS	LIVING THINGS - PLANTS AND ANIMALS	
SCIENCE UNIT		Basic Anatomy	Plants	Animal Kingdom
EYFS	EYFS Knowledge	BASIC ANATOMY This topic is about the basics of plants and animals. SUGGESTED TEXTS Little Acorns, Oliver's Vegetables, Growing Vegetable Soup, The Enormous Turnip, Dora's Eggs, The Odd Egg, A Mighty Bitey Creature, Owl Babies SUGGESTED VISITS Cannon Hall Farm, Wentworth Farm/ Gardens, Clumber Park.	Where do vegetables come from? What plants and flowers can we find in our outdoor environment? How did they get there? What are their names? What do our seeds need to be able to grow? What is happening to the trees outside? What are the four Seasons? What happens to the trees in Autumn? I can take care of a seed by giving it water and sunlight. I can name some plants and flowers. I know that some vegetables like carrots start their life from tiny seeds. I know that the leaves on the trees change and fall during Autumn. I know that the seasons change and so does the weather and I wear clothes which are appropriate to the season.	What animals can we have for family pets? What do pets need to stay healthy? What animals live in the wild - why would they not make a good pet? What do wild animals need to stay alive? What animals live in our woods/ on the farm? Where do chicks/ butterflies/ frogs come from? I can name some animals and their babies. I know that different pets need different things. I can match some animals to their habitat. I know the life cycle of a chick/ butterfly/ frog.
	Skills		ELG The Natural World. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments. Understand some important processes and changes in the natural world around them, including seasons	ELG The Natural World. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments.
	Practicals, Experiments and writing links		Create a vegetable patch in outdoor area - make signs, labels and scarecrows. Plant potatoes in grow bags. Go on a scavenger hunt to find 5 different coloured flowers - find out their names, paint pictures from direct observation. Plant own sunflowers/ beans/ seeds to take home and look after - write a 'Care for me' list Collect Autumn leaves to create Atelier/ transient artwork.	Talk about own pets. Arrange visits from parents with a pet. Create a photo montage of class pets. For children without a pet, which pet would they like the most? (Draw picture). Read books about wild animals - how are they different? Go on a wild walk through the woods - what signs of life can we spot? Lift up tree trunks etc and search for bugs. Match baby and mummy animals. Grow your own butterfly/ observe tadpoles to frogs in the classroom.

YEAR 1	Year 1 Knowledge	BASIC ANATOMY This topic is about the basics of the plant structure and the needs of animals. SUGGESTED TEXTS Avocado Baby, Tadpole's Promise, The Gruffalo, Ten Seeds, The Tiny Seed	What are the names of plants? What different types of plants are there? What are the parts of a plant? What does a plant need to grow? What are the four seasons of the year and what changes can we observe? I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can observe changes across the four seasons (trees / plants). I can identify and describe the basic structure of a variety of common flowering plants, including trees.	What are the names of different animals? How can we group animals? Why/How are animals different? Where do animals live? What do animals eat? What is a herbivore/carnivore/omnivore? What does the body of an animal look like? I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
	Did you know?		I know the basic needs of a plant for growth.	I can distinguish between different types of animal, where they live and what they eat.
	Skills		Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	Ask simple scientific questions.
	Practicals, Experiments and writing links		Labelling parts of the plant. Growing seeds in a jar - observing roots, etc. Observe quick germination with cress, measure growth of runner beans, amaryllis grown in gel. Observing seasonal changes in the school grounds (change over time). Sorting things collected - leaves, seeds, twigs, flowers.	Types of animals booklet. Comparison of differences between animals/species.

		TOPICS	LIVING THINGS - PLANTS AND ANIMALS	
SCIENCE UNIT		Basic Anatomy	Plants	Animal Kingdom
YEAR 2	Year 2 Knowledge	<p>BASIC FUNCTIONS OF ANATOMY This topic is about what plants need to be able to grow and stay alive. This links to habitats of plants and animals and why they live in particular habitats.</p> <p>SUGGESTED TEXTS A child's garden, The dandelion seed, Monkey Puzzle, Tadpole's Promise, The Sunflower Race, Caterpillar and Bean</p>	<p>How do we know that a plant is a living thing? How do we know a plant is alive? What is a seed?/How do seeds grow? What is a bulb/How does a bulb grow? What do plants need to grow? What habitats do different plants live in? Why are plants important in a food chain?</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive. I can observe and describe how seeds and bulbs grow into mature plants. I can identify and name a variety of plants in their habitats including micro habitats. I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>How do animals get their food?/Where do they get their food from? What is a food chain? What is a habitat? What is a micro habitat? Why do animals/plants live in their habitat? What happens to babies as they grow?</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. I notice that animals, including humans, have offspring which grow into adults. I can identify and name a variety of animals in their habitats, including micro habitats.</p>
	Did you know?		I know that plants are the first stage of a food chain. I know that plants and animals depend on one another in a habitat.	
	Skills		Ask and answer scientific questions about the world around them. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. Use simple equipment to measure and make observations. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.
	Practicals, Experiments and writing links		Explanation booklet about plants - How do we know a plant is alive? Looking at patterns over time of things planted. Fair test experiment - growing plants from a seed/bulb in different conditions (light/dark water /no water). Investigating different types of plants and what they get from their habitat eg cacti do not need much water as they live in the dessert.	Identifying and making own micro habitat indoors/outdoors eg miniature garden/miniature pond using a bowl - what animals do we think might visit the micro habitat? Use a range of secondary resources to research similarities and differences between habitats. Build food chains for different animals. Observe the change from frog spawn to tadpole to frog, identifying stages of growth and abilities.
YEAR 3	Year 3 Knowledge	<p>FUNCTIONS OF ANATOMY - PART 2 This topic compares the functions of anatomy in living things and looks at how we can group and classify living things.</p> <p>SUGGESTED TEXTS Once upon a Jungle, I am the seed that grew the tree</p> <p>SUGGESTED TRIPS Think Tank - Birmingham Science Museum</p>	<p>What are the functions of different parts of flowering plants? How do plants live and grow? Does this vary from plant to plant? How is water transported within plants?</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. I can investigate the way in which water is transported within plants. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>How can living things be grouped? What do young animals look like as adults? Can these be matched? What nutrition do animals need to survive? How and where do animals get their nutrition?</p> <p>I can 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.</p>
	Did you know?		What is the lifecycle of flowering plants? What are soils made from?	
	Skills		Ask questions about the world around them and explain that they can be answered in different ways.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams.
	Practicals, Experiments and writing links		Carrying out comparative and fair tests to observe the amount of roots that grow. Create a table to show the increase in roots over a set number of days. Plan and carry out an observation on how plants transport water - ink dye experiment. Use magnifiers to observe the composition of different soils, sieve to separate particles in the soil. Draw conclusions from investigatory work. Write up to findings.	Group and classify based on characteristics- leading to sorting animals into the different vertebrate and invertebrate groups. Create branching diagrams from the various animal groups. Research sources of food for the different animal groups - identify herbivores, carnivores and omnivores. Match X-rays to the corresponding animal, explaining reasons of physiology for match. Draw conclusions from investigatory work. Create Top Trumps cards for various animals.

		TOPICS	LIVING THINGS - PLANTS AND ANIMALS	
SCIENCE UNIT	Basic Anatomy	Plants	Animal Kingdom	
YEAR 4	Year 4 Knowledge	<p>FOOD CHAINS This topic is about classifying and grouping plants and animal based on particular characteristics. This unit also introduces food chains and links together how plants and animals are dependent on one another within food chains.</p> <p>SUGGESTED TEXTS Tadpole's Promise (Life cycles) Charlotte's Web (Life cycles)</p> <p>SUGGESTED TRIPS Think Tank - Birmingham Science Museum</p>	<p>How does soil help plants grow? How can living things be grouped? How can classification keys be used to help group living things? What are environments and how can these change over time?</p> <p>I can recognise that living things can be grouped in a variety of ways. I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. I can recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>What are food chains and how do these help us identify producers, predators and prey? How can classification keys help us group, identify and name a variety of living things in their environment? What is a life cycle and what do they show? How are nutrients and water transported within animals and humans?</p> <p>I know how to construct and interpret a variety of food chains, identifying producers, predators and prey. I can recognise that living things can be grouped in a variety of ways. I know how to use classification keys to help group, identify and name a variety of living things in their local and wider environment. I can recognise that environments can change and that this can sometimes pose dangers to living things.</p>
	Did you know?		I know that soil composition helps a plants growth.	I know that all animals have a life cycle and that this generally develops from youth, to young adulthood, to adult to old age.
	Skills		Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs).	Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.
	Practicals, Experiments and writing links		Carrying out comparative and fair tests using different type of plants - different seeds planted into plastic bags to observe the amount of roots that grow in soil. Recording using a table to show the increase in roots over a set number of days and it's correlation to stem and leaf growth. Compare this growth in a seed and a bulb. Create your own food web. Draw conclusions from investigatory work. Create a chart to group living things according different criteria/characteristics. Write an explanation text to show findings.	Research and create food chains, identifying producers, predators and prey, comparing and contrasting food chains for different animals. Grouping and identifying a variety of different animals a living things. Use a range of classification keys to sort animals for habitat food, adaptation, type of reproduction etc. Explain how water is transported from the digestive system to the circulatory system.
YEAR 5	Year 5 Knowledge	<p>CHANGES and ADAPTATION This topic is about life cycles and how living things change over time and to adapt to their environment. It stresses the impact of exercise and a healthy diet and should link to the Physical Activity lessons</p> <p>SUGGESTED TEXTS The Story of frog belly Rat Bone</p>	<p>What are the different ways in which plants reproduce ? What are the different ways in which plants can be classified? What factors might you take into accounts when deciding ways to classify different plants? How does the habitat of a plant effect the way it disperses it's seeds?</p> <p>I can describe the life process of reproduction in some plants.</p>	<p>How do the life cycles of amphibians, mammals, insects and birds differ? What are the different ways in which animals reproduce? How do the lengths of time that different animals depend on their mother compare to each other? What are the different ways in which animals can be classified? What factors might be considered when classifying animals into different groups?</p> <p>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. I can describe the life process of reproduction in some plants and animals.</p>
	Did you know?			I can recognise differences in the length of time humans and other animals are dependent upon parents.
	Skills		Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.
	Practicals, Experiments and writing links		Floral dissection - look a parts of the plant that are used in plant reproduction. Research pollination and seed dispersal. Flowering plant life cycle- time line. Group and classify plants based on how their seeds are dispersed. Local trip - travel to different local areas and collect plants - try and find plants that have different seed dispersals. Link seed dispersal and habitat.	Research where offspring development occurs in animal groups - external laying eggs (reptiles, amphibians, fish, birds), internally live young (mammals). Use research to compare and classify animals based on where their offspring develops, how long they develop for, number of young etc. Create line graphs to compare data collected. Make animal top trumps - animal group, fertilization (internal/external), development of offspring (internal/external), development time, number of young, survival rate, time dependent on parents.

		TOPICS	LIVING THINGS - PLANTS AND ANIMALS	
SCIENCE UNIT	Basic Anatomy	Plants	Animal Kingdom	
YEAR 6	Year 6 Knowledge	<p>EVOLUTION AND ADAPTATION This topic is about evolution and the development of the human body and how.</p> <p>SUGGESTED TEXTS One Smart Fish, Island - A story of the Galapagos, Little Changes</p>	<p>Why are offspring different to their parents? What is adaptation? Why do plants and animals adapt to the environment they are living in? How can adaptation affect evolution? I can 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. I can give reasons for classifying plants based on specific characteristics. I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I can identify how plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Why do plants and animals need to adapt to their environment? How have some living things changed over time? Why are animals classified because of certain characteristics? What are fossils? How can fossils give us information about the past? I can 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. I can give reasons for classifying animals based on specific characteristics. I can identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution. I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I can describe the ways in which nutrients and water are transported within animals, including humans.</p>
	Did you know?			
	Skills		Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge.	Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge. Independently, decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.
	Practicals, Experiments and writing links		Research. Identify characteristics that help plants/animals survive in certain environments. Labelled diagrams. Dissect cacti and common plant compare different features e.g. differences in leaf thickness & ability to store water, root structure & defensive adaptations -spines.	Research. Identify characteristics that help plants/animals survive in certain environments. Labelled diagrams. Compare diagrams - evolution of certain animals - explain. Breeds and species - compare animals to their parents (similarities and differences). Design a new breed. Group adaptations according to habitat & sub groups within the habitat (polar species tend to be white, desert species can store water).

		TOPICS	TECHNOLOGY AND THE PHYSICAL WORLD					
SCIENCE UNIT		Light	Sound	Electricity	Forces	Materials	Significant People	
EYFS	EYFS Knowledge	<p>ME AND MY SENSES This focuses on what my senses do to help me to find out about the world in which I live.</p> <p>SUGGESTED TEXTS: My Five Senses. Iggy Peck Architect. Callum's Incredible Construction Kit. Flashlight. Wow said the owl.</p> <p>SUGGESTED VISITORS: Kid Knex from Family Learning</p>	<p>How do we see? What colours are all around me? How many colours are in a rainbow? What animals come out at night? What lights the sky in the day and at night?</p> <p>I know that my eyes enable me to see. I can name the different colours. I know that some animals are nocturnal. I know that the sun and moon create light.</p>	<p>How do we hear? What sounds do animals make? What sounds can we make with our voice/ instruments/ bodies? What is a loud sound, what is a quiet sound?</p> <p>I know that my ears enable me to hear. I can distinguish between the sounds that different animals make. I can create loud and quiet sounds using a range of instruments etc.</p>	<p>What happens when we switch off the lights? What happens when we turn off the power to the computer? Why?</p> <p>I know that we need switches and electricity to make some things work.</p>	<p>What happens when we build a ramp for the wheeled toys? What happens we build the ramp higher? What do we do to the rope to make the pulley system work? What happens if we push?</p> <p>I can build a ramp and make cars go faster and slower. I can use a simple pulley system to transport equipment and objects.</p>	<p>What is my house made from? What is the difference between a house brick and a wooden block? What are the toys made from in our classroom? What happens to ice when it gets hot/ cold? What happens to chocolate?</p> <p>I can sort and name the materials - wood, plastic, glass and metal. I know that water can freeze and also melt. I know that an oven makes things hot and a fridge makes things cold.</p>	<p>Who was Beatrix Potter?</p> <p>I can talk about and name some of the animals in Beatrix Potter's books.</p>
	Skills		ELG Listening. Listen attentively and respond appropriately when being read to and during whole class and small group discussions. Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back and forth exchanges with their teachers and peers.	ELG Speaking. Participate in small group, class and 1-1 discussions, offering their own ideas, using new vocabulary. Offer explanations for why things might happen, making use of new vocabulary. Express their ideas using full sentences with modelling and support from their teacher.		ELG Self-regulation. Have a positive sense of self and show resilience and perseverance in the face of challenge. Pay attention to their teacher and follow multi-step instructions.	ELG Creating with Materials. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	ELG Listening Listen carefully and respond appropriately when being read to and during whole class and small group discussions.
	Practicals, Experiments and writing links		Draw and paint using different coloured media. Explore what happens when you mix colours (brusho/ marbling effect). Find out about nocturnal animals and sort day and night creatures Create a small world woodland scene with day and night animals Explore bubbles outside looking for rainbows in bubble puddles".	Play animal sounds bingo. Explore percussion instruments and group into the different sounds they make. Sing songs and create own songs using body sounds to accompany our singing.	Read Flashlight by Lizi Boyd.	Explore ramps and wheeled toys in the construction area. Add different sized planks/ bricks etc and tape measures. Provide challenges in the outdoor area to transport heavier buckets to different areas using a simple rope pulley system.	Create rubbing's using large paper and wax crayons outside Handle different materials and sort into groups. Build a den for Mr Fox - what is the best material to keep him safe and dry? Test it out. How can we make a snowball last forever? Discover tiny animals trapped inside ice - how can we free them? Baking activities.	

		TOPICS	TECHNOLOGY AND THE PHYSICAL WORLD					
SCIENCE UNIT			Light	Sound	Electricity	Forces	Materials	Significant People
YEAR 1	Year 1 Knowledge	<p>TECHNOLOGY AROUND ME This strand is around the technology and forces around us. Within this strand a significant person is studied.</p> <p>SUGGESTED TEXTS Oscar and the Moth: A Book About Light and Dark, Fox in the night, Egg Drop by Mini Gray, Paper bag Princess</p>	<p>Why do we need light? What is light for? What part of my body do I use to see? Why can I not see well when it is dark?</p> <p>I know that things in the home have a source of light eg. Microwaves, torches and that these things need power to create light. I know that I use my eyes for my sense of sight and that this helps me to learn about the world around me.</p>	<p>What can I hear? What part of my body do I use to hear? What would it be like if I could not hear things?</p> <p>I can identify and make loud and quiet sounds. I know that I use my ears for the sense of hearing.</p>	<p>What things use electricity?</p> <p>I can name some of the things that use electricity. I know that some things work by using electricity.</p>	<p>How do things move? I know I can move things with a push and a pull. I know that wheels are used for vehicles to move/travel I understand that there are many sorts of movement which can be described in many ways. I can recognise risks to myself when objects are moving.</p>	<p>What is a material? What are different types of materials? What material is an object made from? What do objects/materials have in common? How can materials change?</p> <p>I can distinguish between an object and the material from which it is made. I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can describe the simple physical properties of a variety of everyday materials. I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Who is Thomas Edison? When did he live? What did he invent? I know Thomas Edison invented the light bulb. I know that Thomas Edison invented the light bulb. Links to prior learning / other areas / incidental learning Link to light and light sources in the home.</p>
	Did you know?		I know that I need light to be able see.	I can identify different sounds in my environment.		I recognise that it is not only ourselves that make things move by pushing.		I know when Thomas Edison was born.
	Skills		Talk about what they have done and say, with help, what they think they have found out.	With support, use simple equipment to measure and make observations.	With support, use simple equipment to measure and make observations.	With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. With support, use simple equipment to measure and make observations.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).	Ask simple scientific questions.
	Practicals, Experiments and writing links		Look for light sources around school. Make a dark den. Investigate different torches/ different coloured light sources, effect of turning lights on and off.	Going on a sound hunt around school. Sound recognition game - what made the sound? Identify loud and quiet sounds.	Sorting toys - which needs electricity to work? Noticing patterns of function of the toys Writing information booklet about everyday objects which use electricity.	Carrying out comparative and fair tests. Describe how movement starts and stops with a push/pull. Identify objects we move with a push or pull. Observe how wheels turn and how wheels make directional movement easier. Writing speech bubbles about findings.	Name different materials - paper, cardboard, wood, metal, plastic, glass etc. Sort objects made from different materials. Observe, sort and discuss materials according to characteristics - hard/soft, rough/smooth, heavy/light wet/dry, shiny/non-shiny, coloured/clear, etc. Grouping and classifying materials according to their properties Comparison tables - writing sentences about comparisons.	
YEAR 2	Year 2 Knowledge	<p>TECHNOLOGY AROUND ME This strands builds on the idea of technology at home and at school.</p> <p>SUGGESTED TEXTS Oscar and the Bird: A Book about Electricity, Thomas Edison: the Man Behind the Light Bulb. Mr Gumpy's Motor Car by John Burningham. One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia, The smartest giant in town</p>	<p>What can make light? What do you do to make a light work?</p>	<p>What can make sounds? What types of sounds do different objects make?</p> <p>I know that objects can create sounds. I can use instruments and my voice to create sound. I can describe that there are many different sources of sounds. Links to prior learning / other areas / incidental learning Music lessons.</p>	<p>What is electricity? What things are electrical in my home? What are the sources of electricity? What powers a circuit? How do you make a circuit?</p> <p>I know that electricity is used within the house and around me. I understand that a battery can power a simple circuit. I can create a simple circuit to light a bulb.</p>	<p>How do I use energy? How does a vehicle move? What is a push and a pull? What is friction? What does friction do?</p> <p>I know that when I use things like a scooter or a bike that I am using energy. I understand that when a vehicle moves it is caused by a force. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. I understand that I can push and pull an object and that other things can push objects I understand that friction can stop the movement of a vehicle.</p>	<p>What are different materials suitable for? How are they used?</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Who is an important scientist in this area and what did they help discover or know? Who is Leo Hendrik Baekeland? When did he live?(1863-1944) What did he invent? I know Leo Hendrik Baekeland invented Bakelite plastic. I can identify objects made from Bakelite I can explain the impact this new material had. Link to materials and suitability of materials.</p>
	Did you know?		I can control man-made light (I can blow candles out and turn the lamp off). I know that natural light comes from the sun. I can name some different sources of light. I know that electricity can generate light.	I can predict how loud a sound may be.				

		TOPICS	TECHNOLOGY AND THE PHYSICAL WORLD				
SCIENCE UNIT		Light	Sound	Electricity	Forces	Materials	Significant People
YEAR 2	Skills	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	Use simple equipment to measure and make observations.	Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.	Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.	Ask and answer scientific questions about the world around them.
	Practicals, Experiments and writing links	Sort light sources and discuss how we control them (turn off, Blow out etc). Observe the differences between the effect of natural light in the classroom and that of artificial light.	Explore the sounds produced by different instruments. (volume, sound quality etc). Investigate how to manipulate the volume of the sound make by a drum (percussive force). Draw conclusions from investigatory work. Write up to findings.	Instruction Writing on how to make a simple circuit Practical - Using snap circuits to make a simple circuit. Identify objects in the home which are powered by electricity and which use batteries or mains electricity.	Carrying out comparative and fair tests - Visit a playground and explore motion equipment - swings, slides, roundabouts etc. How do we move - start and stop. How do different vehicles travel? Wheeled vehicles - ramps/flat. How do wheeled vehicles travel across different surfaces?	Observe and discuss the materials different objects have been made from and why that material has been chosen - plastic for a waterproof coat, glass for a jar, wool for a jumper, paper towels to dry hands etc. Grouping and classifying based on suitability. Carrying out comparative and fair tests on materials to find out their suitability for purpose. Making home made playdough to observe how materials can be manipulated. Compare how rigid or non rigid objects respond differently to manipulation . Writing links - non-chronological report on materials and their uses.	
YEAR 3	Year 3 Knowledge	<p>TECHNOLOGY THAT HELPS US This strand builds on the idea of how different technology can help us to achieve things that the human body can't do.</p> <p>SUGGESTED TEXTS Three Little Pigs (materials) Charlie and the Chocolate Factory (States of Matter) Iron Man (magnets)</p> <p>SUGGESTED TRIPS Think Tank - Birmingham Science Museum</p>	<p>How do we see objects? Are there different light sources? What are the comparisons between light sources in terms of colour and brightness? Why can't some people see? How can technology help improve people see?</p> <p>I can explain that objects are seen because they give out or reflect light into the eye. I can identify a number of light sources of different kinds. I know I need light in order to see things and that dark is the absence of light. I know that light is reflected from surfaces. I know that shadows are formed when the light from a light source is blocked by an opaque object. I can find patterns in the way that the size of shadows change. I can make comparisons between light sources in terms of colour and brightness.</p>	<p>What is the difference between volume, pitch and tone and echo? What can we use sound for? How does sound travel? How can technology help improve people's hearing?</p> <p>I can make observations of sounds by listening carefully and distinguish between volume, pitch and tone and echo. I know that sound can be used for different purposes such as alarms, communication and entertainment. I recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Which materials attract and which materials repel magnets? Can you predict what will happen if we put magnet poles together?</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others. I know magnets have two poles. I can predict whether two magnets will attract or repel each other, depending on which poles are facing. I can compare how things move of different surfaces. I know that some forces need contact between two objects, but magnetic forces can act at a distance. I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.</p>	<p>What happens when materials change?</p> <p>I can compare and group materials together, according to whether they are solids, liquids or gases.</p>	<p>Who was Mary Anning? When did she live? Why was she important?</p> <p>I know that Mary Anning was a palaeontologist who made significant fossil finds on the southern coast of England. Who is Greta Thunberg? When did they live? Why were they important? I know who Greta Thunberg is. I know why she became famous I know how she campaigns to address climate change.</p>
	Did you know?	<p>I know that some people can't see well and wear glasses and that simple technology can help us see such as telescopes, binoculars etc.</p>	<p>I know that some people can't hear and that simple technology can help us hear (such as hearing aids and vibration alerts).</p>			<p>I can explore everyday materials and develop simple descriptions of the states of matter such as solids hold their shape, liquids form a pool not a pile, gases escape from a container.</p>	

		TECHNOLOGY AND THE PHYSICAL WORLD						
SCIENCE UNIT		Light	Sound	Electricity	Forces	Materials	Significant People	
YEAR 3	Skills	Make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.	Make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.	Make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.	Take measurements in standard units, using a range of simple equipment.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams.	Ask questions about the world around them and explain that they can be answered in different ways.	
	Practicals, Experiments and writing links	Explore how we see objects and how different levels of light and coloured light impact on perception (eg looking through blue coloured film to view food) Sort sources of light - natural and artificial, observe brightness and directionality. Determine how they are suitable for different purposes. Use binoculars, telescopes and microscopes to show how we use optical equipment to augment our perception of the world Research aids for the blind.	Investigate pitch using tighter/slacker strings on stringed instruments. Investigate pitch using bottles with different amounts of water - small amount of water =lower pitch, fuller bottle gives higher pitch, using art straws of different lengths. Explore sound waves using a tuning fork. Draw conclusions from investigatory work. Write up to findings. Research aids for the deaf.	Identify electrical items which are powered in different ways and sort accordingly. Explain why each is powered in the way it is. Design a light for a particular purpose. Follow a circuit diagram and build a simple circuit. Investigate how to use switches to control a bulb and draw a simple circuit diagram.	Research uses for magnets and use magnets as a tool e.g. to play a fishing game, travel game, to sort small mixed objects, some of which are magnetic. Walk around school to find which materials are magnetic and which are not (Children record these in a diagram). Draw and label diagrams of magnets attracting & repelling objects. Investigate which types of metals are attracted by magnets. Using more than one magnet investigate the way in which like poles repel and opposite poles attract. Investigate magnetising chains of paper-clips (a stronger magnet will magnetise more paper clips - link to strength of magnets).	Use a range of secondary resources to research the temperature in degrees Celsius (°C) at which materials change state (create bar charts to represent findings). Collect a range of materials (Ice, butter, wood etc.) and see which will begin to change state at room temperature.		
YEAR 4	Year 4 Knowledge	<p>TECHNOLOGY THAT HELPS US</p> <p>SUGGESTED TEXTS Horrid Henry Rocks (Sound)</p> <p>SUGGESTED TRIPS Think Tank - Birmingham Science Museum</p>	<p>Why can we see things when there is a light source? In what environment can we see light the best? Why and how are shadows formed? How does an objects material characteristics effect the shadow it creates?</p> <p>I can describe how to find something when it is dark. I recognise humans cannot use their sense of sight in the dark state and that they can see things when there is some light.</p>	<p>How are sounds made? Are all sounds created in the same way? How can the volume of a sound be altered?</p> <p>I can explain how sounds are made, associating some of them with something vibrating. I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I know that sound waves from a sound source travel through a medium such as air or water to the ear.</p>	<p>How can we control the flow of electricity using switches? How do common conductors and insulators impact the flow of electricity? I know the sources of electricity.</p> <p>I can identify common appliances that run on electricity and whether they are battery powered or mains powered. I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery, I know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>What is a friction? How does friction affect how things travel? What is air and resistance? What are the effects of up-thrust and down thrust?</p> <p>I know that friction is a force and I can describe the affects of friction in travel. I can compare how things move on different surfaces.</p>	<p>How can we group materials together?</p> <p>I can compare and group materials together, according to whether they are solids, liquids or gases. I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Who was Sir Isaac Newton? When did he live? Who is an important scientist in this area and how did their ideas change scientific understanding?</p> <p>I know why Sir Isaac Newton was such an important scientist. I know that he made significant discoveries in the science of physics and that Newton's First Law explained gravity and impact of gravity on planetary motion, Who was Benjamin Franklin? When did he live? (1706-1770) Why was he important? I know that Benjamin Franklin was the first person to link electricity with lightening I know that he was instrumental in the development of battery to store electricity and can explain how this has impacted on our technology today.</p>
	Did you know?		I know that sources of light show up best at night-time eg bonfires, fireworks, candles. I know how the material an object is made from can affect the shadow it creates.			I can describe the effects of air resistance can describe how this affected the development of transport.		

		TOPICS	TECHNOLOGY AND THE PHYSICAL WORLD				
SCIENCE UNIT		Light	Sound	Electricity	Forces	Materials	Significant People
YEAR 4	Skills	Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions.	Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections.	Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections.	Take increasingly accurate measurements, in standard units, using a range of chosen equipment. Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.	Plan and carry out a range of enquiries, including writing methods, identifying and controlling variables, deciding on equipment and data to collect and making predictions based on prior knowledge and understanding. A method is a set of clear instructions for how to carry out a scientific investigation, including what equipment to use and observations to make.	Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.
	Practicals, Experiments and writing links	Use torches to explore a range of shadows made by different objects. Identify the differences in the shadows made by opaque, translucent and transparent objects. Test lights in different environments (dark, light, smoky). Test some sources of light in dark and light environments and discuss which environment shows the light more effectively.	Investigate how the force with which vibrations are created and the size of a sound box affects the volume of sounds created. Create a line graph to show the volume of sound (data logging).	Investigate a range of effective electrical conductors and insulators. Investigate how electrical conductors can complete a broken circuit. Design a circuit that meets specific criteria - e.g. a circuit with a buzzer and a switch for a blind person and explain why that would be appropriate for purpose. Write what happens when you change a circuit and why. Represent circuits created using accurate circuit diagram symbols.	Compare the effect different surfaces have on the speed of travel. Investigate how to increase/decrease friction Toy car Experiment. Investigate air resistance using parachutes and kites. Research how air resistance has influenced the development of different forms of transport e.g. Bullet trains etc. Write instructions for making a kite that will successfully fly.	Investigate the temperatures at which some everyday materials melt. (Chocolate, butter, wax, ice). Research materials that have higher melting points & watch videos e.g molten glass and metal. Investigate the effect of salt on the freezing point of water. Test the temperature of different materials when heated and cooled using a thermometer. Write about what happens to the thermometer when measuring heated objects vs. cooled.	

YEAR 5	Year 5 Knowledge	<p>PHYSICS IN THE HUMAN WORLD This strand is about how humans hear and see linking the physics of light and sound with human biology?</p> <p>SUGGESTED TEXTS Firework Makeer's Daughter (Light). George's Marvellous Medicine (Materials). Sound text link - Max and the millions Itch (changes of state)</p> <p>SUGGESTED TRIPS Museum of technology and industry - Manchester</p>	<p>What are the main parts of the human eye? How do they help us to see? What types of technology help us see better and how do they work? I can name the main parts of the human eye and how it helps us to see.</p>	<p>What is pitch? Why do sounds have a different pitch? How can pitch be changed? Why do sounds become louder or fainter? What are the main parts of the human ear and how do they help us to hear sounds?</p> <p>What types of technology help us to hear and how do they work?</p> <p>I know that sound can be augmented. I can name the main parts of the human ear and explain how it works.</p>	<p>Why do some circuits not work?</p> <p>I can explain and identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. I can 'de-bug' a circuit.</p>	<p>How do pulleys levers and gears work?</p> <p>I can recognise that some mechanisms including pulleys, levers and gears allow a smaller force to have a greater effect. I can explain that unsupported objects fall towards the Earth because of the force of gravity, acting between the Earth and the falling object.</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p>	<p>What materials dissolve in liquid? How do you get a substance from a solution? How are materials formed? What changes involving materials are reversible?</p> <p>I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. I know that some materials will dissolve in liquid to form a solution, and can describe how to recover a substance from a solution. I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. I can 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. I can give reasons based on evidence from comparative and fair test for the particular uses of everyday materials including metals, wood and plastic. I can demonstrate that dissolving, mixing and changes of state are reversible changes.</p>	<p>Who was Ibn al-Haytham? When did he live? - 965 - 1040 (Muslim) How did his ideas change scientific understanding?</p> <p>I know the he was father of modern optics, I can explain how he developed understanding of how light travels from sun and how the eye sees. Who was an important scientist in this area and how did his ideas develop the understanding of biology? How did Charles Darwin change understanding of biology? I know who Charles Darwin was. I know when he was alive and why his ideas caused controversy. I can name his most famous publication. I can explain his ideas about evolution.</p>
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		TECHNOLOGY AND THE PHYSICAL WORLD					
SCIENCE UNIT	TOPICS	Light	Sound	Electricity	Forces	Materials	Significant People
YEAR 5	Did you know?		I know different types of technology that help us to see better and can begin to describe how they work.	I can begin to describe the types of technology that can help humans to hear.			
	Skills		Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect. Take increasingly accurate measurements, in standard units, using a range of chosen equipment. Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.
	Practicals, Experiments and writing links		Use string to show how light is reflected from objects and into our eyes. Use pinhole cameras to observe how light passes and the image is inverted. Using black out glasses/goggles - investigate how loss of sight or impaired sight can effect daily life/tasks Eye dissection.	Make parts of the ear in groups using different materials eg white sheet for ear drum, and re-enact the movement of a sound wave through the parts of the ear. Using ear muffs - investigate how loss of hearing or impaired hearing can effect daily life/tasks Does the object/material impact on the pitch of the sound created?	Investigate why some circuits are not complete and why a lamp will not light. Find ways in which they can 'de-bug' a circuit so it works.	Make a pulley/lever LINK to DT.	Sieving & filtering, dissolving and saturated solutions, irreversible changes.

YEAR 6	Year 6 Knowledge	<p>APPLICATION</p> <p>SUGGESTED TEXTS The Tin Snail (forces and mechanisms, Goodnight Mr Tom (electricity). Kensuke's Kingdom (explore properties of materials)</p> <p>SUGGESTED TRIPS Museum of technology and industry - Manchester</p>	<p>How does light travel?</p> <p>I recognise that light appears to travel in straight lines and can use my knowledge of how light appears to travel in straight lines to describe and explain how a periscope works. I use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. I know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p>	<p>Does sound travel through a variety of materials? Are there any situations in which sound can not travel?</p> <p>I know that the materials a sound passes through affect the quality of the sound.</p>	<p>How do we represent circuits in a recorded diagram?</p> <p>I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. I know how to change the output of various components. I use recognised symbols to represent a simple circuit as a diagram.</p>	<p>What are the effects of forces on mechanical systems?</p> <p>I can apply my knowledge of mechanical systems and forces to influence their effects and the outcome.</p>	<p>How can I separate materials?</p> <p>I know that evaporation and condensation can be used to separate materials. I can explain whether these changes are reversible or irreversible.</p>	<p>Who first thought that sound travelled in waves and how has this knowledge changed the modern world? Who was Aristotle? When did they live? Why were they important? What is the impact of their work? Who was Thomas Edison? When did he live? Why was he important?</p> <p>I know that Aristotle (384-322 BC) discovered that sound travels in waves. I know that Thomas Edison(1847-1931) recording sound for the first time and can explain how this impacts on our lives today. Who was Vera Rubin? When was she alive? (1928-2016) How did she advance scientific understanding? I know that Vera Rubin was American (Jewish immigrant) and that she won the Nobel Prize for discovering evidence for dark matter, predicted the angular motion of galaxies,</p>
	Did you know?		I can describe how light behaves in convex and concave lens. I can describe how light behaves in water and understand this is a form of refraction.	I know that sound can not travel in a vacuum.				

		TECHNOLOGY AND THE PHYSICAL WORLD					
SCIENCE UNIT		Light	Sound	Electricity	Forces	Materials	Significant People
YEAR 6	Skills	Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.	Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.	Independently, decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect. Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.	Plan and carry out a range of enquiries, including writing methods, identifying and controlling variables, deciding on equipment and data to collect and making predictions based on prior knowledge and understanding. A method is a set of clear instructions for how to carry out a scientific investigation, including what equipment to use and observations to make. Independently, decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.	Plan and carry out a range of enquiries, including writing methods, identifying and controlling variables, deciding on equipment and data to collect and making predictions based on prior knowledge and understanding. A method is a set of clear instructions for how to carry out a scientific investigation, including what equipment to use and observations to make. Independently, decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.	Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge.
	Practicals, Experiments and writing links	How does the appearance of objects in water change? Does the vessel for the water alter perception? Why? Make a periscope - investigate using mirrors around a corner, above a table etc Investigate light refraction with concave and convex lenses - draw diagrams of the effect of different shaped prisms on the light source. Instructions for making a periscope.	Sound insulation investigation -comparing insulating properties of different materials - using buzzers. Do effective sound insulators also insulate light?	Compare bulb brightness in series and parallel circuits. Make and draw diagrams of circuits using the correct symbols.	Forces investigation - combining knowledge of pulleys, gears magnets to create a lifting machine - which can lift the heaviest weight?	Retrieve salt from a solution - observe changes in the solution over time noting formation of crystals. Use hot water and a vessel containing ice to create condensation. Explanation of the processes of evaporation and condensation.	



GEOGRAPHY

POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Geography curriculum is designed to sequence learning and embed the key skills that are required to develop curious students into competent Geographers.

We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it including their locality. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Geography through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of inquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

HOW WE INTEND TO REMOVE BARRIERS

In Geography we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition.

Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that students develop their own literacy and vocabulary.

LITERACY

Students are given many opportunities to read widely and often with students directed to geographical studies as well as researching independently. Pupils take part in learning opportunities with a range of contexts for reading and writing. These will develop from being supported to independent.

NUMERACY

Throughout each year of the curriculum data handling skills are sequenced to become more complex over time. This ensures students build on the fundamental aspects of each one and

develop their confidence and understanding.

ORACY

In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff challenge use of geographical language and will direct pupils towards the correct terminology when appropriate.

VOCABULARY

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key geographical vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each and every lesson. Engaging starter activities help students to recall the key concepts of prior learning. Our aspiring geographers are presented with a variety of experiences and learning opportunities. They are challenged to think critically and form opinions.

The skills for learning process within the Geography curriculum both reinforces the key Geographical skills content and helps our students to know, remember and be able to do more at each stage of the curriculum.

Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Geography our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way.

Geography exposes students to different cultures, languages and experiences that broaden their horizons and demand they think of themselves as members of a local, national and global society. We aspire for all our students to become avid Geographers who demonstrate empathy, tolerance, understanding, aspiration and respect so they are prepared to be active citizens in the local community and beyond.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

Geography is a curriculum that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. Geography is planned as a discrete subject.

SUBJECT INTENT: We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it including their locality. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Geography through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of enquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

		EIFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KEY LINES OF ENQUIRY/KNOWLEDGE	Democracy	Where do we live?	Who is in charge of the place we are studying?	Who is in charge of the place we are studying?	What kind of government does the place we are studying have?	What kind of government does the place we are studying have? How does that compare to Britain?	Is the place we are studying a democracy?	Is the place we are studying a democracy?
		I know where I live	I know the name of the person in charge of the country	I know who is in charge of the UK and where the government is based	I know how the country is ruled in	I know how.... is ruled and how that differs to rule of the British government	I know how a democracy functions and how some countries do not have democratic rule. I know how this differs to British Government and that of other democratic nations.	I understand how democratic rule affects society and how life differs for people living in countries where there is not democratic rule.
	Impact of Humans	What can we do to protect our planet?	How do we use natural resources? What are the natural and man-made features of the landscape we are studying? How can we look after our environment?	How do we use natural resources? What are the natural and man-made features of the landscape we are studying? How can we look after our environment? What different crops and resources do people grow and use in the place we are studying? What would it be like to live here?	How do people use natural resources to survive in the place we are studying? Types of settlement and land use. How can we look after our environment and why do we need to do this? How have humans changed the landscape we are studying? What problems are caused by pollution? What steps are being used to project the environment in the UK? What is sustainable energy? Why is it important?	How do people use natural resources to survive in the place we are studying? Types of settlement and land use. How can we look after our environment and why do we need to do this? How have humans changed the landscape we are studying? What problems are caused by pollution? What steps are being used to project the environment in the UK? What is sustainable energy? Why is it important?	How do people use natural resources to survive in the place we are studying? Trade Links, distribution of natural resources. How can we look after our environment and why do we need to do this? What are the consequences if we do/don't do this? What are the consequences of human activity for our planet? What will be the effects of climate change? Why do people continue to damage the environment? How can we reduce our impact as individuals and communities?	How do people use natural resources to survive in the place we are studying? Trade Links, distribution of natural resources. How can we look after our environment and why do we need to do this? What are the consequences if we do/don't do this? What are the consequences of human activity for our planet? What will be the effects of climate change? Why do people continue to damage the environment? How can we reduce our impact as individuals and communities?
		I know that we have to look after the planet and can name 1 way I can help	I can identify natural and man-made features of the landscape such as field, beach, cliff, coast, forest, hill, mountain, sea, roads, buildings etc. I know why we have to look after the planet and can name 3 ways I can help.	I can identify natural and man-made features of the landscape and say how they are similar or different. I know how humans change the environment for the benefit of people, such as growing different crops. I know how human activity is having a negative impact on the planet and can explain actions which can change this. I can compare where I live with a place I am studying.	I know how humans have influenced the area we are studying and how they change the landscape for human benefit. I know how human activity is having a negative impact on the planet and can explain actions which can change this. I can relate this to the local area and to areas studied. I know that some of these changes cause pollution and can explain how this pollution impacts. I can identify different forms of energy source and know which are sustainable. I know 3 ways the UK is protecting the environment.	I know that humans exploit the natural resources in the environment in different ways and that some of these ways are more sustainable than others. I know that human activity changes the physical features of the landscape and can identify some of these features in the area being studied. I understand the problems pollution cause for all living things and how the government of the country being studied causes or manages its environmental impact.	I know how the country being studied uses its natural resources and how these resources are traded with other countries. I know the measures in place locally, nationally and globally to protect the environment and can explain the long term consequences if these measures are not effective/implemented. I can explain how climate change will impact the planet. I understand my personal responsibilities to reduce my negative impact on the environment.	I know that economic exploitation of the natural resources in the environment has more of a negative impact than that which is for human sustenance. I can identify where human activity has changed the landscape and am aware of ways humans have attempted to counteract this with varying degrees of success. I understand the problems pollution causes in the developing and future world and how governments work together to manage this. I understand my role as a member of the global community to address the issues caused by human exploitation of the planet.
	Equality and fairness	Is it fair that?	Does everyone live in the same kinds of houses in the place we are studying?	Does everyone live in the same kinds of houses in the place we are studying?	Are people treated fairly in the place we are studying? What is fair trade?	Are people treated fairly in the place we are studying? What is fair trade?	Why do people migrate? What is the impact of immigration/emigration? Why are people treated unfairly in the place we are studying? How have human rights changed and developed over time in the place we are studying?	Why do people migrate? What is the impact of immigration/emigration? Why are people treated unfairly in the place we are studying? How have human rights changed and developed over time in the place we are studying?
		I can talk about why something is fair	I know that there are many different types of houses and that some look very different, both inside and out.	I know that there are rich and poor in every country and the facilities they have in their houses and in the areas they live vary greatly.	"I know if people in the country we are studying are treated fairly as members of the community (both as children and as adult workers) I know what fair trade is and can give examples of fair trade products"	I know how Fair Trade helps communities and why people should try to make an ethical choice when shopping if possible. I know the consequences for workers and their families when Fair Trade standards are not met.	I know that people migrate for economic reasons and for reasons of personal safety. I know that both immigration and emigration have positive and negative impacts on communities. I know that some people are forced to leave their homes as a result of war or persecution and that this is different to economic migrants. I can explain how the country being studied respects or abuses human rights.	I can explain how economic migration benefits the counties receiving immigrants and how countries which respect human rights have a legal responsibility to support those fleeing persecution. I know some countries currently are treating groups of people unfairly and how other countries and organisations are influencing change.
	Significant Person	Who is?	Who is ?	Who is ?	Who was...? Why were they important?	Who was...? Why were they important?	Who was...? Why were they important and what impact did they have?	Who was...? Why were they important and what impact did they have?
		I know who ... was	I know who ... is/was and say where they lived	I know who ... is/was, where and when they lived and know 3 things they did	I know who ... is/was, where and when they lived and can say what they achieved.	I know who ... is/was, where and when they lived and can say how they are important in the field of geography	I know who ... is/was, where and when they lived and can say how they contributed to our understanding of human/physical geography	I know who ... is/was, where and when they lived and can say why they were important in the field of human and physical geography, how they are/were viewed by the government and how their actions have impacted locally and globally..

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	Human	I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate, maps.	I can use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop. I can ask and answer geographical questions such as- What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here?		I can describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including food. I can ask and answer geographical questions about the human characteristics of a location in the UK and the world.	I can describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy and food. I can ask and answer geographical questions about the human characteristics of a location in the UK and the world.	I can describe and understand key aspects of human geography including: types of settlement and land use, economic activity including migration, and the distribution of natural resources including energy, food, minerals and water. I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can describe and understand key aspects of human geography including: types of settlement and land use, economic activity including migration and social inequalities and the distribution of natural resources including energy, food, minerals and water. I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.
	Physical	I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate, maps. I can identify seasons and the associated weather.	I can identify seasons and daily weather patterns in the UK.	I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the equator and the north and south poles.	I can ask and answer geographical questions about the physical characteristics of a location in the UK and the world. I can describe how people use natural resources to survive. I can describe and understand key aspects of physical geography including: climate zones, biomes (hot arid deserts), and vegetation belts, rivers, mountains and volcanoes.		I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations. I can describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, and earthquakes, and the water cycle.	
	Locational Knowledge		I can name the four countries and capital cities of the UK. I can name the worlds seven continents and five oceans.	I can name and identify characteristics of the four countries and capital cities of the UK and the surrounding seas. I can name the worlds seven continents and five oceans.	I can name 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. I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Arctic and Antarctic Circle		I can name and 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 and understand how some of these aspects have changed. I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, The Tropics or Cancer and Capricorn, The Prime / Greenwich Meridian and time zones (including day and night)	
	Place Knowledge		Small area of United Kingdom, small area of contrasting non- EU country: Rotherham, London, Scarborough, Australia, Arctic.		The four countries of the UK, a region of the UK, a region of a European country, a country in Africa and the polar regions: Peak District, Rotherham, Naples, Italy, Egypt, the River Nile.		A region within North or South America, a region of the UK, a country in Africa, a country in Asia: Mexico, Costa Rica, Chile, New York, London, South Africa, India.	
	Maps	I can follow a simple map. I can use a simple key	I can locate the four countries and capital cities on a UK map. I can devise a simple map; and use and construct basic symbols in a key.	I can locate the four countries and capital cities of the UK on a world map, atlas or globe, as well as countries, continents and oceans studied at this Key Stage. I can devise a simple map; and use and construct basic symbols in a key	I can locate counties and cities of the United Kingdom on a world map, atlas or globe. I can use four references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. I can use four and six grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. I can use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.	
	Compass	I can use positional language.	I can use compass directions and locational language (N,E,S,W) to describe a route on a map.	I can use simple compass directions and directional and locational language (Near and far, left and right) to describe the location of features and routes on a map.	I can use 8 points of a compass to locate places		I can use 8 points of a compass to describe routes and when giving directions.	
	Fieldwork	I can study my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	I can use simple fieldwork and observational skills to study the geography of school and it's grounds and key features of it's surrounding areas.	I can use simple fieldwork and observational skills to study the geography of school and it's grounds and key features of it's surrounding areas. I can use aerial photographs and pan perspectives to recognise landmarks and basic human and physical features.	I can use simple field work to observe, measure, record and present human and physical features in a contrasting location to school.	I can use field work to observe, measure, record and present human and physical features in two contrasting locations to school.	I can use field work to observe, measure, record and present human and physical features in a local area, using sketch maps, plans and graphs.	I can use field work to observe, measure, record and present human and physical features in a local area, using a range of methods, including digital technologies.



HISTORY

POLICY

INTENT

At WPT we believe that every child has the right to access a creative and inspiring History curriculum.

We strive to build critical and reflective thinking in our children through first hand, real life history opportunities whenever possible. These experiences are deeply embedded within the strong skills and knowledge content, driven by our key lines of enquiry such as democracy, the impact of humans and equality.

We need our children to progress through school knowing all that has gone before them, the battles people have fought, the strength of leaders, knowledge of discriminated and persecuted groups such as women and people of colour and through this, gain the compassion to build a better future.

HOW WE INTEND TO REMOVE BARRIERS

LITERACY

Students are exposed to reading through source material for historical context, involving skim reading and contextualising with their historical knowledge. A wide range of books and interactive resources has been made available to all History pupils to support them in reading widely and often outside of the classroom. Literacy misconceptions do not go unchallenged and work is regularly checked for literacy errors allowing pupils to grow in confidence within literacy and access the skills required to be a more able historian.

NUMERACY

Students work chronologically to create timelines and order events. In KS2 there is some data handling within History through the use of graphs and charts in historical sources.

ORACY

The reading we do within History develops pupils oracy skills as the range of historical sources is vast and students are encouraged to discuss the sources and make inferences from them. Students are expected to present their findings verbally through presentations.

VOCABULARY

Students are given key vocabulary through the use of glossaries, key words in lessons as well as knowledge organisers where appropriate. The reading we do within History develops pupils vocabulary skills as the range of historical sources is vast and students are encouraged to discuss the sources and make inferences from them using key vocabulary.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning and each and every lesson. They will develop recall (what key history facts do we want our children to know). This will lead onto interpretation (can they answer the key questions and explain their thought process). Pupils will then begin to compare periods of history to make links (analysis). We strive to develop critical thinking/divergent thinking, our pupils can explain and think deeply about key events and people in history and their impact of life today. Finally the children will gather their ideas together cohesively and evaluate.

HOW WE FOSTER PERSONAL ATTRIBUTES

In History our curriculum intent embodies that of the school. We are committed to ensuring students have exposure to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility with the SCHOOL way.

History allows students to look at events from our past to help us shape our future. This is done at a local, national and international context, facilitating students' adoption of pride in local and national communities. We aspire for all our students to become avid Historians who demonstrate empathy, tolerance, understanding, aspiration and respect so they are prepared to be active citizens in the local community and beyond.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

History is a subject that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. History is planned as part of cross curricular topics to support links in learning.

Every child at WPT will leave Primary School with a wealth of both History skills and History knowledge that will lead them forward to whatever future they choose.

SUBJECT INTENT: We believe History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We believe children should have an understanding of significant people and be able to recognise how the past shapes our future. We aim for it to inspire pupils' curiosity about the past and to know more about the past. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History, common phenomena are identified and discussed. We aim to support pupils to critically analyse different sources of information so that they are able to learn about human achievements and experiences from the past in order to see how these impact upon the world we live in both today and in the future. Clear enquiry questions based around significant comparative elements, shape the learning so that pupils can easily make links from one era to another.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach History through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of enquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
KEY LINES OF ENQUIRY/KNOWLEDGE - CAUSE AND CONSEQUENCE, CONTINUITY AND CHANGE	Democracy	Who was...?	Who was in charge?	Who was in charge?	Who was in charge and how did they rule the country?	Who was in charge and how did they rule the country? Did they lead the country well?	Who was in charge, how did they rule the country and what impact did they have?		
		I know who ...was.	I know who ...was. I know when they lived	I know who ...was. I know where and when they lived and why they were important	I know who ... was and can explain the basic facts about their life.	I know who ... was, where and when they were in charge and can explain how they ruled the country	I know who... was, how they ruled the country and how this impacted on the general public.	I know who... was, can explain how they ruled the country and how this compared to the rule of other leaders in other times/places.	
	Impact of Humans	What was ... in your parent/grandparents lifetime?	What was ... like in...? How has that changed today?	What was ... like in...? How is that similar/ different to today? Why did this change happen?	What was ... like in ...? And how does it compare to...? What conflicts happened in... and why?	What was ... like in ... and how does it compare to ...? What changes happened in ... and why? What impact did ...-time period have today? What conflicts happened in ... and why?	What was the impact of...? On life then/ today? What conflicts happened in... and why? What is the impact of this on...?	What was the impact of... on life then/ today? What conflicts happened in... and why? What is the impact of this on...?	
		I know how ... has changed in living memory.	I know how ... has changed in living memory and can compare these changes to ... today.	I know how ... has changed and can say why an event in history has caused that change. I can identify similarities and differences between ways of life at 2 different periods of time.	I know how ... changed over time, and can make comparisons and links to periods previously studied. I can explain the impact a time period has had on the way we live today. I can explain 3 key facts about a specific conflict studied.	I know how ... changed over time, and can make comparisons and links to periods previously studied. I can identify and explain change and continuity within the current period being studied and a previous period studied. I can explain 3 key facts about a specific conflict studied and explain why the conflict happened.	I know how ... impacted on ... and can make comparisons and links to periods previously studied. I can identify and explain change and continuity within and across periods. I know key causes and consequences of ... conflict and how this impacted on the country.	I know how ... impacted on ... and can make comparisons and links to periods previously studied and current events. I can identify and explain change and continuity within and across periods. I know key causes and consequences of ... conflict and how this impacted on the countries involved.	
	Equality and fairness	Is it fair...?							
		I can say if something is fair.	I can explain why ... was fair or not fair for children in the past.	I can explain why ... (a specific event) was fair or not fair in the past.	I know how people lived in ... period and how and why the lives of certain groups of people were unequal.	I know how people lived in ... period and how and why the lives of certain groups of people were unequal. I know that ... campaigned to make life more equal.	I can explain how ... caused inequality or equality and how society changed as a result.	I can explain how ... caused inequality or equality and how society changed as a result.	
Significant Person	Who was...?			Who was... and why were they important?			Who was...? Why were they important and what impact did they have?		
	I know who ... was.	I know who ... was and can say when they lived.	I know who ... was, when they lived and know 3 thing they did.	I know who ... was, when they lived and can say why they are important.	I know who ... was, when they lived and can say why they were important at the time and today.	I know who ... was, when they lived and can say why they were important at the time and how they influence today.	I know who ... was, when they lived and can say why they were important at the time, how they were viewed by the government and how their actions have impacted on society today.		
SKILLS	Chronology (Whole class timeline used as visualisation of chronology)	I know some similarities and differences between things in the past and now.	I can sequence objects, artefacts or photographs in chronological order and explain why I have chosen to order them in that way.	I can sequence artefacts and photographs and explain a sequence events in a period of time or event being studied. I know that some events studied are from a long time ago and some are more recent times.	I can place key events, artefacts and historical figures in chronological order and ascribe precise dates including BCE and CE. I know when periods studied so far happened in relation to each other.	I can place historical events (and specific dates) in chronological order and begin to relate them to eras studied previously. I can use the language of chronology including BCE CE, era, century and given names (e.g. Dark Ages, Victorians, Modern Era for specific periods in time and know when they happened in relation to each other.	I can place historical events (using dates) in chronological order on a timeline, in relation to prior events that we have studied and understand that some historical periods occurred concurrently in different locations.	I can place historical events (using dates) in chronological order on a timeline making links to events we have studied and note connections, contrasts and trends over time.	

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	Using Questions	I can ask questions about the lives of people around me and their roles in society.	I can ask and answer questions about the past.	I can ask and answer questions about the past giving an evidence based reason for my answer.	I can use my knowledge to ask questions and find answers to questions about a period being studied. I can answer questions referring to a single source of evidence to support my viewpoint.	I can ask enquiry led questions and use a greater variety of sources to support my answers to questions about the past. I can answer questions referring to more than one source of evidence to support my viewpoint.	I can make assumptions and ask questions about historical periods based on evidence. I can answer questions referring to relevant sources of evidence to support my viewpoint.	I can make assumptions and ask questions about historical periods based on evidence. I can answer questions referring to relevant sources of evidence to support my viewpoint and am beginning to understand that different historians may draw different conclusions.
	Vocabulary	I can talk about the past.	I can use historical language.	I begin to use more precise historical language.	I can use appropriate historical vocabulary to communicate my ideas/ knowledge.	I can use dates and historical terms to describe and explain historical events.	I can use dates and historical terms to critically analyse historical events.	I can use dates and abstract historical terms to critically analyse historical events.
	Words and Phrases such as	<i>Past, present, yesterday, last week, at the weekend, this morning, last night.</i>	<i>A long time ago, before I was born, recently, when my parents/ grandparents were children, information, history, objects, change, remember, memories, similarities, differences.</i>	<i>Before, after, when I was younger, in my lifetime, modern, old-fashioned, timeline, in the ... period/time, sources, evidence, research, artefacts, historian, chronological order, fact, opinion, monarchy, significant.</i>	<i>BCE, CE, ancient, century, decade, time period, archaeologist, impact, cause, consequence, civilizations, Empire.</i>	<i>Era, primary and secondary source, reliable, eyewitness.</i>	<i>Continuity, legacy, ambiguous.</i>	<i>Democracy, social, economic, political, cultural, religious.</i>
	Sources (Primary)	I can talk about a source (artefact, photograph) and say how it is different to today.	I can begin to use different sources (books, contemporary videos, photographs, pictures, artefacts, people) to find out about the past and identify the ways the past is represented.	I can use a wider variety of different sources, (Contemporary videos, photographs, pictures, artefacts, simple documents, oral history, buildings, music) to find out about the past and identify the ways the past is represented. I can use stories and accounts to distinguish between fact and fiction and compare two versions of a past event.	I can use a range of different sources to answer enquiry questions including (Contemporary videos, photographs, pictures and art, artefacts, people, buildings, music, oral history, transcribed documents) to answer enquiry questions. I understand the role archaeologists have played in finding out about the past.	I can use a range of different sources to answer enquiry questions including (Contemporary videos, photographs, pictures and art, artefacts, people, buildings and historical sites, music, oral history, transcribed documents and maps) to gain a more accurate understanding of history and answer enquiry questions.	I can select and use the most appropriate source of evidence (Contemporary videos, photographs, pictures, art, ceramics and sculpture, artefacts, buildings, music, oral history, contemporary documents and written accounts of events, newspapers, maps, historical sites), to gather information, recognising when they are using primary and secondary sources of information. I can give reasons why there might be different accounts of history and evaluate evidence to choose the most reliable forms. I understand the provenance of a source.	I can select and use the most appropriate source of evidence to gather information and recognise bias, evaluating the usefulness of different sources by understanding that some evidence from the past is propaganda, opinion or misinformation. I understand why the provenance of a source is important.
	Sources (Secondary)	I can talk about information given a secondary source- book.	I can talk about information given a source- book, illustration, video representation of periods.	I can use secondary sources to research and gather information - books, illustration, video, stories, representation of periods. I can use stories and accounts to distinguish between fact, and fiction and compare two versions of a past event.	I can use secondary sources to research and gather information - books, non-contemporary accounts, illustrations, internet, stories, videos, maps and documentaries representing historical subjects and periods. I can compare different representations of the same event.	I can use secondary sources to research and gather information - books, illustrations, non-contemporary accounts, internet, stories, videos, maps and documentaries representing historical subjects and periods I can understand the difference between primary and secondary sources and begin to evaluate the usefulness of different sources.	I can use a wide secondary sources to research a historical period, recognising when they are using primary and secondary sources of information. I can give reasons why there might be different accounts of history and evaluate evidence to choose the most reliable forms.	I can select and use the most appropriate source of evidence to gather information and recognise bias, evaluating the usefulness of different sources by understanding that some evidence from the past is propaganda, opinion or misinformation. I understand why the provenance of a source is important.
	Communication	I understand the past through settings, characters and events encountered in books read in class and storytelling.	I can communicate my understanding about a period or event through talking, drama drawing or writing. I can say or write a simple sentence about a source studied.	I can recount historical events and describe the lives of significant people from the past. I can answer an enquiry question and explain my idea referring to sources used. I can communicate my conclusion clearly verbally, through drama or in writing.	I can use PEE to answer a simple enquiry question.	I can use PEE to answer a simple enquiry question. I can use FDL to construct a short explanation of a historical event, era or aspect.	I can use PEE to answer an enquiry question, referring to more than one element of supporting evidence I can use FDL to construct a clear explanation of a historical event, era or aspect. I can discuss and debate a historical idea or viewpoint.	I can use PEE to answer an enquiry question, referring to carefully selected supporting evidence I can use FDL to construct paragraphs with a clear communication and explanation of a historical event, era or aspect. I can discuss and debate a historical idea or viewpoint.



COMPUTING

POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Computing curriculum is designed to sequence learning and embed the key skills that are required to develop curious students into competent learners.

We believe that computing is an essential part of the curriculum and should be an integral part of all learning. Computing within schools can provide a wealth of rich learning opportunities and transferable skills explicitly within the computing lesson and across other curriculum subjects.

With technology being at the forefront of development in the current digital climate, we believe 'Computational thinking' is a skill children must be taught if they are to be able to participate effectively and safely in this digital world. Computing has deep links with mathematics, science, engineering, and design and technology, and when taught interwoven with one another can provide pupils with a deeper and broader understanding of the digital world in which they live.

At Wickersley Partnership Trust, the core of computing is Computer Science in which pupils are introduced to a wide range of technology, including chrome books, laptops, iPads and interactive whiteboards, allowing them to continually practice and improve the fundamental skills, knowledge and understanding they learn. This ensures they become digitally literate and resilient so that they are able to express themselves and develop their ideas through information and computer technology and have the essential skills and knowledge required to become active participants in an ever advancing digital world.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Computing through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of inquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

HOW WE INTEND TO REMOVE BARRIERS

To ensure high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. Pupils will be able to use ICT Technologies safely and responsibly through accessing the computing curriculum.

The current computing curriculum offers opportunities for Numeracy skills to be developed and oracy skills will be developed through answering questions and engaging in class discussions. Pupils will enhance their literacy skills through the use of technology and develop their confidence in the presentation and development of their learning.

Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that each student develops and learns at a pace and a level that is appropriate for them.

LITERACY

Students are given many opportunities to read widely and often with students directed to technological studies as well as researching independently. Pupils take part in learning opportunities with a range of contexts for reading and writing. These will develop from being supported to independent.

NUMERACY

Numeracy is often found at the heart of the computing curriculum. From developing data handling skills to the creation of complex code and programs. The teaching of these skills will allow for progression and development at the appropriate level for the learner. The computing curriculum will also provide opportunity for pupils to apply prior Numeracy skills to their work and improve and develop these skills in a practical and engaging way.

ORACY

In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff will challenge use of key technological and computing language and will direct pupils towards the correct terminology when appropriate ensuring that this vocabulary is used within lessons.

VOCABULARY

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key technological vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Pupils are given opportunities to develop their skills for learning in each and every lesson. Engaging starter activities help students to recall the key concepts of prior learning. Our pupils are presented with a variety of experiences and learning opportunities.

The computing curriculum provides opportunities for children to develop a range of skills that can be applied across the curriculum. Pupils will develop and improve creative and critical thinking skills when designing and creating digital media products (posters, interactive slideshows, videos, photography etc.). Throughout the teaching of coding, children will be encouraged to think analytically when debugging algorithms and identifying errors. Through the writing of programming code, pupils will develop logical and computation thinking skills.

Schools will use a range of different resources and software to develop this skills and knowledge, including a range of whole-class, small group and independent sessions where children can learn and apply these skills. Examples of these resources include Laptops, Chromebooks, iPADS and Scratch programming software.

Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Computing, our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with the SCHOOL Way.

Pupils are taught to use ICT equipment safely and responsibly, and the impact of the choices that they make when using technology can have on the wider world. We aspire for all our students to use Computing in a positive and confident way; to demonstrate empathy, tolerance, understanding, aspiration and respect so they are prepared to be active citizens in the local community and beyond. Pupils will develop independence skills by undertaking and completing Digital Media projects. Independence and Resilience skills will also be developed by students learning how to program code. Overall, students will be able to develop fundamental ICT skills which will allow them to become active participants in the current digital world and provide the essential skills required to continue the development of these skills at KS3.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

Computing is a curriculum that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. Computing is planned as a discrete subject.

SUBJECT INTENT: It is vital that curriculum knowledge and skills are not learnt in isolation. We teach ICT through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of enquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS AND KNOWLEDGE	Impact on Humans- Technology in our lives	What is technology?	How does technology help us at home? What is a website?	What technology do we see in our local area? How does it help people? What is a website used for?	How is technology used to improve human life? What is the World Wide Web? How is it used?	Why does technology advance? How is the World Wide Web used/misused? Who makes/maintains websites?	How has technological developed improved/impacted the world? How can you identify a trust worthy website? What are your rights when online?	What world wide issues has technology solved/created? What negative impacts has the ever developing technological world had on the earth? What is copyright? What are your legal/human rights when online?
		I know what technology we use at home and how it helps us.	I know what technology we use at home and school and how it helps us. I know what a website is.	I know that my local area has a range of technology. I know how technology helps people. I understand what a website is.	I know how technology is used to improve human life. I know what the World Wide Web is and how it is used.	I know how technology is used to improve human life. I know why technology advances. I know what the World Wide Web is and how it is used/misuses. I know who makes and maintains websites.	I know how technology has developed and can give an example of how advancements have impacted on the world, including the World Wide Web. I know how to identify trustworthy websites.	I know how technology has developed and can give examples of how advancements have impacted on the world, and the issues they have solved/created. I know what copyright is.
	Significant People	Who is? Benjamin Franklin - electricity	Who is ? John Logie Baird - first coloured TV Vladimir Kosma Zworykin- first TV	Who is ? Alexander Bell - telephone	Who was...? Why were they important? Robert E.Kahn and Vint Cerf - 'fathers of the internet' Sir Tim Berners-Lee - WWW	Who was...? Why were they important? Bill Gates - Microsoft Steve Jobs and Steve Wozniak - Apple	Who was...? Why were they important and what impact did they have? Alan Emtage - Archie (first search engine) Larry Page and Sergey Brin- Google (most popular search engine)	Who was...? Why were they important and what impact did they have? Charles Babbage - first programmable computer Alan Sugar - Amstrad and IBM
		I know who ... was	I know who ... was and say when they lived	I know who ... was, when they lived and know 3 thing they did	I know who ... was, when they lived and can say why they are important	I know who ... was, when they lived and can say why they were important at the time and today	I know who ... was, when they lived and can say why they were important at the time and how they influence today.	I know who ... was, when they lived and can say why they were important at the time, how they were viewed by society and their impact
	E-safety	I know when to tell an adult when something worrying or unexpected happens while I am using the internet	I know when to tell an adult when I see something unexpected or worrying online. I know why it is important to be kind and polite online.	I can describe the things that happen online that I must tell an adult about. I know why it is important to be kind and polite online and in real life.	I can act appropriately when something worrying or unexpected happens online and report concerns to an adult. I can make positive comments online.	I can use the safety features of websites as well as reporting concerns to an adult. I comment positively and respectfully online.	I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. I can explain the important of communicating kindly and respectfully.	I can support others to protect themselves and make good choices online, including reporting concerns to an adult. I can explain the consequences of sharing too much about myself online. I can explain the consequences to myself and others of not communicating kindly and respectfully.
	Programming	I can use simple instructions to make a floor robot move I can make choices about the buttons and icons, I press, touch or click on.	I can give instructions to my friend and follow their instructions. I can describe what actions I will need to do to make something happen. I can begin to use software/apps to create movement and patterns on a screen.	I can give instructions to my friend and physically follow their instructions. I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I know how to program a robot or software to do a particular task.	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I know how to identify the error in an algorithm.	I can put programming commands into a sequence to achieve more than one outcome. I can create an algorithm that could be used to sequence more complex programs. I can use a variety of tools to create a program. I know how to recognise an error in a program and debug it.	I can refine an algorithm/ program by using repeat command and variables. I can change an input to a program to achieve a different output. I know how to use logical reasoning to select an action.	I can de-construct a problem into smaller steps, recognising similarities to solutions used before. I can use a variable and operators to stop a program. I know how to use logical reasoning to detect and correct errors in an algorithms and programs.

SKILLS AND KNOWLEDGE	Multimedia/Presentation	<p>I know how to move objects on a screen I can create shapes and text on a screen I can take photographs/videos using digital devices</p>	<p>I know how to select the appropriate program to present my work. I can use the keyboard or a word bank on my device to enter text. I can save information to a specific location. I can talk about the different ways in which information can be shown</p>	<p>I know how to use technology to organise and present my ideas in different ways. I can use the keyboard on my device to add, delete and space text for others to read. I can save and open files on the device I use. I use technology to collect information, including a camera, microscope or sound recorder. I can sort different kinds of information and present it to others.</p>	<p>I know how to create, modify and present documents for a particular purpose. I can use a keyboard confidently including short-cut commands.</p>	<p>I know how to combine a mixture of text, graphics and sound to share my ideas and learning for a particular purpose. I can use a keyboard confidently and make use of a spell-checker to write and review my work. I can collect data and organise it in different ways. I can plan, create and search a database.</p>	<p>I know how to use text, photo, sound and video editing tools to refine my work. I can use the skills I have already developed to explore content. I can select, use and combine the appropriate technology tools to create different effects. I can present data in an appropriate way. I can search a database using different operators to refine my search.</p>	<p>I know how to combine a range of media, recognising the contribution of each to achieve a particular outcome. I can use the skills I have already developed to create content using unfamiliar technology. I can select, use and combine the appropriate technology tools to create different effects that will have an impact on others. I can interrogate a database.</p>
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RE & ETHICS

POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Religion, Philosophy & Ethics curriculum is designed to sequence learning and embed the key skills that are required to develop curious students. There will be clear learning outcomes for all units of work, based on the appropriate expectations/levels as set out in the Sheffield syllabus. This document provides a framework, which will maximise the strengths of individual teachers and ensure that pupil's receive a high level education in 'Religion, Ethics and Philosophy'. It reflects the needs of pupils in our Trust and also the statutory orders stated in the National Curriculum. Adhering to this, we have selected the Sheffield syllabus for RE, and all our teaching and learning will be focused on this document.

In line with The National Curriculum, our school 'Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.'

We believe that Religion, Philosophy & Ethics helps to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it including their locality. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people and resources.

HOW WE INTEND TO REMOVE BARRIERS

In RE we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition.

Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that students develop their own literacy and vocabulary.

LITERACY

Students are given many opportunities to read widely and often with students directed to Religion, Philosophy & Ethics studies as well as researching independently. Pupils take part in learning opportunities with a range of texts showing the diversity of culture, faith and race for reading and writing. These will develop from being supported to independent.

NUMERACY

Throughout each year of the curriculum students work chronologically to create timelines and order events. Where appropriate religious festivals and events will be recognised and celebrated throughout the year.

ORACY

In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Students discuss and embrace Religion, Philosophy & Ethics related language and staff will direct students towards the correct terminology when appropriate.

VOCABULARY

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key religious vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each and every lesson. Engaging starter activities help students to recall the key concepts of prior learning. Our aspiring pupils are presented with a variety of experiences and learning opportunities in order to be able to respect and appreciate a range of faiths and non- faiths. They are encouraged to think critically and form tolerant opinions.

The skills for learning process within the Religion, Philosophy & Ethics curriculum both reinforces the key skills and helps our students to know, remember and be able to do more at each stage of the curriculum. Therefore becoming more positive and developing a rounded world view. Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Religion, Philosophy & Ethics our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way.

Religion, Philosophy & Ethics exposes students to different cultures, languages and experiences that broaden their horizons and demand they think of themselves as members of a local, national and global society. We aspire for all our students to demonstrate empathy, tolerance, understanding, aspiration and respect so they are encouraged to be active citizens in the local community and beyond.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

How we intend to enrich student experiences and broaden the horizons of students Religion, Philosophy & Ethics is a curriculum that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. Where possible Religion, Philosophy & Ethic is planned as a discrete subject.



		EIFS	KS1	LKS2	UKS2
SKILLS & KNOWLEDGE	Celebrations/ festivals	I can listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments. I can listen to songs, music and watch dances from a variety of cultural traditions. I know how to respond to significant experiences showing a range of feelings where appropriate. I know how to respond in a variety of ways to what I see, hear, smell, touch and taste.	I know how to explore stories and celebrations of Easter and Eid ul Fitr, finding out about what the stories told at the festivals mean, e.g. through hearing and working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about festivals. I know how to find out about what different religions and world views do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals, or by Muslim Zakat charitable giving and in generosity to those in need). I know how to notice and talk about the fact that people come from different religions.	I know how to learn about Christian celebrations and commitments by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. I know how to reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all. I know how to make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.	I know how to compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities. I know how to consider why Christians celebrate Jesus' birth: what is the meaning of Christmas? I know how to explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists including celebrations and festivals, using a range of sources of wisdom.
	Myself	I have a developing awareness of my needs, views and feelings and be sensitive to those of others. I know how to listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. I know how to understand that I need to treat others, needs, views, cultures and beliefs with respect. I know how to show sensitivity to others' needs and feelings to form positive relationships.	I know how to express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? How are we all connected? Can hear three moral stories, for example from Christians, Muslims and humanists. I know how to notice and talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different? I know how to ask questions about goodness, and create simple sentences that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean.	I know how to apply ideas of my own by giving reasons for their views about how leaders can provide wisdom and inspiration.	I know how to discuss and apply my own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? I know how to learn from examples of Christian practice and consider the challenges of trying to live a good life.
	Religious stories	I know how to listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. I know how to develop my own narratives in relation to stories I hear from different communities. I know how to answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities.	I know how to retell (for example through drama or in pictures) two different stories about Jesus, considering what they mean. Good examples: Jesus and the Ten Lepers. The Lost Coin. I know how to compare the stories and think about what Christians today learn from the stories. I know how to respond to stories about Jesus, such as the nativity, the Baptism of Jesus, a parable such as the Lost Sheep, a miracle story such as the healing of a blind person. I know how to talk about Islamic stories such as the 'Prophet and the Ants' and the story of 'The Crying Camel', showing that no matter how small or large animals are they are all important to God and need to be cared for. I know how to identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come. I know how to ask and answer 'who', 'when', 'where', 'how' 'what if...' and 'why' questions about religious stories.	I know how to describe and understand the link between the Bible story of creation and other theories of creation. I know how to experience well told storytelling, and develop their own skills as story tellers in relation to 'great lives' in religious stories. I know how to discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Or are there other explanations for humanity?	I know how to compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities. I know how to consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. I know how to respond thoughtfully to the ideas found in the texts with ideas of my own. I know how to learn about devotion and commitment in Christianity. I know how to consider why Christians celebrate Jesus' birth: what is the meaning of Christmas.
	Places and Symbols	I know how to begin to know about my own cultures and beliefs and those of other people. I know how to talk about similarities and differences between myself and others, among families, communities and traditions.	I know how to learn from visiting sacred places. Linking to English and computing, pupils recount a visit to a local church, mosque or synagogue using digital photographs. I know how to find out about the meanings of symbols for God in the church, mosque or synagogue and suggest meanings for symbols. I know how to find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water, trees or rock. I can use exciting photographs or works of art to stimulate my questions.	I know how to find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using ritual and symbol, praying alone and in groups. I know how to find out more about different forms of worship, prayer and meditation in different communities, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities.	I know how to relate the meanings of symbols and actions used in worship to events and teachings from the religions they study. I know how to pursue an enquiry into local places of worship and beliefs about worship. (The methods of philosophy for children can be used effectively here.)
	Significant People	I can explore, observe and find out about people, places and objects that matter in different cultures and beliefs. I know how to use a wide range of books, poems and other written materials to ignite their interest.	I can give a reason why something/someone is important to me. I can hear and retell three moral stories of key leaders, for example from Christians, Muslims and a non-religious story. I can talk about how leaders make a difference to our lives. I can choose my favourite 'wise sayings' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them.	I can say what/who inspires me and how this influences me. I can describe the lives of some inspirational spiritual and leaders from the modern world. I can understand how key leaders can be sources of wisdom for religious believers. I can apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration.	I can describe how sources of inspiration and influence can make a difference to myself and others. I can respond thoughtfully to a range of sources (religious leaders) of wisdom and to beliefs and teachings that arise from them in different religions. I can explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists, using a range of sources of wisdom.
	Belonging	I can begin to know about their own cultures and beliefs and those of other people.	I can discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all. I can make lists of the different groups to which they belong and consider the ways these contribute to human happiness. I can express creatively (e.g. in art, poetry or calligraphy) their own ideas and responses to questions such as: Who is a Muslim? What is a religion? Who am I? Where do I belong? How can we all get along well?	I can express and communicate my understanding of the challenges of commitment for a Christian person and a Christian community considering 'What difference does believing in Jesus mean to Christians?'	I can use detailed understanding of religious practises such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion. I can discuss and apply my own ideas about ethical questions and human rights issues: what is fair? How do we know what is good? Can we learn from Christian practise?
Believing	I can begin to know about their own cultures and beliefs and those of other people. I understand that I need to treat others needs, views, cultures and beliefs with respect.	I know about praying in many different ways. I know how to choose between different examples of simple prayers which I think are wise. I know how to talk about what makes the prayers wise, and find out about how and why people pray in different religions. I can think and write creatively and thoughtfully about prayer. I can use key words (e.g. holy, sacred, scripture, festival, symbol, Christian, Muslim, Jew) to present simple ideas about 2 or 3 different religions about which they have learned, perhaps in a collaborative classroom display, class book or in assemblies.	I can express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. I can consider: what difference does believing in Jesus make to Christians? I know how to find out about similarities and differences in Jewish and Muslim prayer and understand how the practices of prayer for Jewish and Muslim people can bring the community together.	I understand how people can be spiritual in their worship. I can understand and explain how and why Muslims and Jews pray. I can investigate the meaning of prayer in these communities, considering questions about who prays and why some people believe God answers their prayers. I can consider the values expressed in prayers for myself, connecting ideas from different religions.	



POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Design Technology curriculum is designed to sequence learning and embed the key skills that are required to develop curious students into competent designers, engineers, architects and chefs.

We believe that Design Technology prepares children for the rapidly changing world that we live in. It encourages children to exercise their creativity and use of imagination through designing, making and evaluating their work. It stimulates them to become practical problem solvers and thinkers, individually and as part of a team. As we live in a technological world, Design Technology should have a real life purpose and children should be inspired by engineers, designers, architects and chefs.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Design Technology through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of inquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

HOW WE INTEND TO REMOVE BARRIERS

In Design Technology we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition. Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that students develop their own literacy and vocabulary.

LITERACY

Students are given many opportunities to read widely and often with students directed to texts related to Design Technology, as well as researching independently. Pupils take part in learning opportunities with a range of contexts for reading and writing. These will develop from being supported to independent.

NUMERACY

Throughout each year of the curriculum data handling skills are sequenced to become more complex over time. This ensures students build on the fundamental aspects of each one and develop their confidence and understanding.

ORACY

In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff challenge use of technological design related language and will direct pupils towards the correct terminology when appropriate.

VOCABULARY

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key Design Technology vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each and every lesson. Engaging starter activities help students to recall the key concepts of prior learning. Our aspiring designers are presented with a variety of experiences and learning opportunities. They are challenged to think critically and form opinions.

The skills for learning process within the Design Technology curriculum both reinforces the key design skills content and helps our students to know, remember and be able to do more at each stage of the curriculum.

Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Design Technology our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way.

Design and technology is an inspiring, rigorous and practical subject. It allows children to use their creativity and imagination. Pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

Design Technology is a curriculum that is rooted in the wider world of work. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. As a trust, we have developed links with the Advanced Manufacturing Park in order to enable pupils to see a real world context for the subject. Primary schools are developing links with the subject specialist departments in the secondary schools in order to enhance opportunities and inspire pupils to see how the study of Design Technology can lead to future roles in society. Design Technology is planned as a discrete subject.

	EYFS	KS1	LOWER KS2	UPPER KS2
DEMOCRACY				
How do we communicate with others and reach a joint understanding and agreement?				
Design Communication	I can communicate my ideas through talking and drawing.	I can communicate my ideas through annotated drawings and mock ups.	I can communicate my ideas through annotated drawings and mock ups. As well as some of the following strategies; pattern pieces, prototypes, exploded drawings and cross sectional drawings.	I can communicate my ideas through annotated drawings and mock ups. As well as all of the following strategies; pattern pieces, prototypes, exploded drawings and cross sectional drawings.
CAD - chromebooks/ simple program/ via large board	I can use 2D CAD software to select and position shapes.	I can use 2D Design to resize, reposition and move shapes that are given to me and deleted objects.	I can use some of the following tools in 2D Design including, repositioning, resizing and moving shapes. Drawing, lines, basic shapes and curves. Deleting, segments and whole objects.	I can use all of the following tools in 2D Design including, repositioning, resizing and moving shapes. Drawing, lines, basic shapes and curves. Deleting, segments and whole objects.
Testing and Evaluating	I can identify aspects of my work and other people's work that I like and don't like.	I can evaluate my product against a design specification.	I can evaluate my product against a design specification and take into consideration the views of others to improve my work.	I can test my product against a design specification and take into consideration the views of others and suggest possible improvements to my work, annotating and redrawing as appropriate
IMPACT OF HUMANS				
How do the ideas we create impact the users? How has the work of previous designers impacted the world we live in? How do the materials we select impact the environment? How do we the processes we use to manufacture products change society/workforce? How do the foods we grow/rear/catch affect the food we eat?				
Generating Ideas	I can verbally describe and draw my design ideas.	I can generate ideas for a simple brief and develop my ideas based on feedback.	I can generate ideas for a simple brief and develop my ideas based on feedback and testing.	I can generate ideas, taking into account the needs of the users and develop my ideas based on feedback and testing.
Analyse Products, Key Events and individuals.	I can conduct a limited product analysis of a given product.	I can conduct a product analysis of a given product.	I can conduct a product analysis of a given product and describe how key events have helped shape the world.	I can conduct a product analysis of a given product and explain how key events and individuals have shaped the world.
Selecting Materials	I know the reason behind material selection for a certain application. I can describe the reason behind material selection.	I know the characteristics of a limited range of materials. I can explain why I have chosen certain materials based on their characteristics.	I know the aesthetic properties of a range of materials. I can explain why I have chosen certain materials based specifically on their aesthetics.	I know the aesthetic and functional properties of a range of materials. I can explain why I have chosen certain materials based specifically on their aesthetics and functional properties.
Manufacturing Skill	I can use a limited range of tools and equipment safely.	I can select and use a limited range of tools and equipment safely.	I can select and use a range of tools and equipment safely.	I can select and use a range of tools, equipment and machinery.
Manufacturing Knowledge	I know the names of a range of tools and equipment.	I know the specific names of a range of tools and equipment.	I know the specific names of a wide range of tools and equipment and state their purpose.	I know the specific names of all tools and equipment used and state their purpose.
Seasonality and Source	I know where vegetables and fruits come from.	I know where different types of food come from.	I know how different foods are grown, reared, caught and processed.	I know how different foods are grown, reared, caught and processed, including their seasonality.
EQUALITY				
How do we design products that are inclusive for all?				
Specification	I can describe a function of a product.	I can describe the main functions of a product.	I can describe what the main functions of a product need to be and who the potential user could be.	I can write a basic design specification including the functions the product should be able to perform, the potential users it is for and suitable materials that could be used.
FOOD				
PROBLEM				
What can we create to help children to eat more fruit and vegetables?	What can we create to encourage people to eat healthy snacks between meals to keep energy levels up?	What kind of food can you create that can be cooked and eaten at a picnic?	How would you encourage people to not rely on take away food?	
COOKING & NUTRITION				
PSED: Know and talk about the different factors that support their overall health and wellbeing: Healthy Eating	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.	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.		
DESIGN				
Physical: Begin to show accuracy and care when drawing. EAD: Create collaboratively, sharing ideas, resources and skills. CL: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		
I know where vegetables and fruits come from. I know the names of some dishes which have fruit in.	I know where a range of ingredients come from (those in the recipes)	I know how different foods are grown, reared, caught and processed.	I know how different foods are grown, reared, caught and processed, including their seasonality.	
I know the basic principles of nutrition and that fruits and vegetables are good for me.	I know and can apply the basic principles of nutrition to plan a meal. I know what proportions are required in a healthy diet (meal)	I know the principles of the eatwell guide and can apply them to plan a meal	I know the principles of the eat well guide and can apply them to plan a meal for a given customer.	

	EYFS	KS1	LOWER KS2	UPPER KS2
DESIGN	I can conduct a limited product analysis of a given product	I can conduct a product analysis of a given product.	I can conduct a product analysis of a given product and describe how key events have helped shape the world. I can conduct a product analysis, using ACCESS FM criteria	I can conduct a product analysis of a given product and explain how key events and individuals have shaped the world. I can explain the lasting impact of significant people on food in schools.
	I can talk to a potential user of my product.	I know the different target market groups for snacks healthy vs junk I can generate relevant interview questions for a target market group / potential user of my product	I can generate a range of questions for an interview and record their responses.	I can undertake relevant research such as user interviews, research into existing products and mood boards. I can produce a mood board using IT to inspire my design ideas.
	I can verbally describe my design ideas. I can communicate my ideas through talking and drawing.	I can draw a simple design and label the key parts of my design I can generate ideas and develop my ideas based on feedback.	I can communicate my ideas through annotated drawings and mock ups. As well as some of the following strategies; pattern pieces, prototypes, exploded drawings and cross sectional drawings. I can generate ideas and develop my ideas based on feedback and testing. I can produce cross section sketches.	I can communicate my ideas through annotated drawings and mock ups. As well as all of the following strategies; pattern pieces, prototypes, exploded drawings and cross sectional drawings. I can generate ideas, taking into account the needs of the users and develop my ideas based on feedback and testing. I can generate suitable dishes for specific target market groups based on feedback. I can use all of the following tools in 2D Design including, repositioning, resizing and moving shapes. Drawing, lines, basic shapes and curves. Deleting, segments and whole objects. I can produce exploded drawings that show how ingredients are combined in one dish.
		I can describe the main functions of a product (design specification)	I can describe what the main functions of a product need to be and who the potential user could be.	I can write a basic design specification including the functions the product should be able to perform, the potential users it is for and suitable materials that could be used.
MAKE	EAD: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EAD: Create collaboratively, sharing ideas, resources and skills.	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	
	I can use simple tools and techniques competently and appropriately. I can peel and chop foods using the correct equipment.	I can select and use a limited range of tools and equipment. I know the names of a wide range of tools and equipment. I can use the right tools to cut, peel grate and chop	I can select and use a range of tools and equipment. I know the names of a wide range of tools and equipment and state their purpose.	I can select and use a range of tools, equipment and machinery. I know the names of all tools and equipment used and state their purpose.
	I know how to use the bridge and claw technique cutting fruit with support	I can use the right tools and techniques to cut, peel, grate and chop.	I can join and combine a range of ingredients. I can work safely and hygienically.	I know how to combine ingredients to make a dish.
		I know how to use the bridge and claw technique when cutting	I can select from and use a wider range of equipment to perform practical tasks accurately	
EVALUATE		Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world	
	I can identify aspects of my work and other people's work that I like and don't like.	I can evaluate my product against a design specification.	I can evaluate my product against a design specification and take into consideration the views of others to improve my work.	I can test my product against a design specification and take into consideration the views of others and suggest possible improvements to my work.
TECHNICAL KNOWLEDGE	EAD: Share their creations, explaining the process they have used.	Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	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 [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.	
	I can say what I have chosen my ingredients.	I know the characteristics of a limited range of materials. I can explain why I have chosen certain materials based on their characteristics.	I know the aesthetic properties of a range of materials. I can explain why I have chosen certain materials based specifically on their aesthetics.	I know the aesthetic and functional properties of a range of materials. I can explain why I have chosen certain materials based specifically on their aesthetics and functional properties.

	EYFS	KS1	LOWER KS2	UPPER KS2
TEXTILES				
PROBLEM	How can we make a puppet for retell a familiar story?	How can we organise our stationary equipment, to prevent it becoming lost?	How can we improve the comfort of a school chair?	How can we make a soft toy for a younger child?
DESIGN	Physical: Begin to show accuracy and care when drawing. CL: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	
	I can conduct a limited product analysis of a given product. I can say what a product is for.	I can conduct a simple product analysis of a given product. I can describe the main functions of a product (design specification)	I can conduct a product analysis of a given product I can describe what the main functions of a product need to be and who the potential user could be.	I can conduct a product analysis of a given product I can write a basic design specification including the functions the product should be able to perform, the potential users it is for and suitable materials that could be used.
	I can talk to a potential user of my product.	I can interview a potential user of my product and record their responses.	I can generate a range of questions for an interview and record their responses.	I can undertake relevant research such as user interviews, research into existing products and mood boards. I can produce a mood board using IT to inspire my design ideas.
	I can verbally describe my design ideas. I can communicate my ideas through talking and drawing.	I can draw a simple design and label the key parts of my design I can generate ideas and develop my ideas based on feedback. I can create a mock-up of my design.	I can communicate my ideas through annotated drawings and mock ups. As well as some of the following strategies; pattern pieces, prototypes, exploded drawings and cross sectional drawings. I can use some of the following tools in 2D Design including, repositioning, resizing and moving shapes. Drawing, lines, basic shapes and curves. Deleting, segments and whole objects.	I can communicate my ideas through annotated drawings and mock ups. As well as all of the following strategies; pattern pieces, prototypes, exploded drawings and cross sectional drawings . I can generate ideas, taking into account the needs of the users and develop my ideas based on feedback and testing. I can use all of the following tools in 2D Design including, repositioning, resizing and moving shapes. Drawing, lines, basic shapes and curves, deleting, segments and whole objects.
MAKE	Physical: Use a range of small tools, including scissors, paintbrushes and cutlery. EAD: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	
	I can use a limited range of tools and equipment.	I can select and use a limited range of tools and equipment.	I can select and use a range of tools and equipment to perform tasks accurately. I know the names of a wide range of tools and equipment and state their purpose.	I can select and use a range of tools, equipment and machinery. I know the names of all tools and equipment used and state their purpose.
	I know the names of a limited range of tools and equipment.	I know the names of a wide range of tools and equipment.		I know the names and functions of a range of electronic inputs and outputs. I can select and explain, the use of, appropriate electronics to use in my product.
	I can use tools and techniques appropriately e.g. taking needle for a walk over fabric. I can select tools and techniques needed to shape, assemble and join materials i.e. scissors can select tools and techniques needed to shape, assemble and join materials i.e. scissors	I can use a template to cut out shapes. I can join fabrics using glue & a running stitch. I can decorate textiles using buttons, beads, sequins, braids & ribbons. I can attach embellishments to create a desired effect using glue and/ or a stitch.	I can create a simple pattern. I can use a seam allowance. I can shape and stitch materials together I can attach embellishments to create a desired effect using glue and/ or a stitch. I can use appliqué to decorate by gluing, & stitching	I can create a simple pattern. I can use a seam allowance. I can join fabrics using a running stitch, over stitch & back stitch. I can show precision in techniques. I can choose from a range of stitching techniques. I can attach embellishments to create a desired effect using glue and/ or a stitch. I can use appliqué to decorate by gluing, & stitching I can quilt, pad and gather fabric to create a desired effect. I can use electronics in textile applications

	EYFS	KS1	LOWER KS2	UPPER KS2
EVALUATE	CL: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world	
	I can identify aspects of my work and other people's work that I like and don't like.	I can evaluate my product against a design specification.	I can evaluate my product against a design specification and take into consideration the views of others to improve my work.	I can test my product against a design specification and take into consideration the views of others and suggest possible improvements to my work.
TECHNICAL KNOWLEDGE	EAD: Share their creations, explaining the process they have used.	Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	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 [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.	
	I know the reasons behind material selection for a certain application. I can describe the reasons behind material selection.	I know the characteristics of a limited range of materials. I can explain why I have chosen certain materials based on their characteristics.	I know the aesthetic properties of a range of materials. I can explain why I have chosen certain materials based specifically on their aesthetics.	I know the aesthetic and functional properties of a range of materials. I can explain why I have chosen certain materials based specifically on their aesthetics and functional properties.
PRODUCT LINK	Puppet - hand, sock, finger	Pencil case	Cushion	2 faced toy (e.g Happy /sad)
CONSTRUCTION				
PROBLEM	How can we make a book more interesting to read?	How would you modify a given design to make it function better. i.e launch further/ more accurately/different objects?	How would you provide emergency sheltering for people caught in natural disasters?	How would you encourage wildlife into your garden?
DESIGN	Physical: Begin to show accuracy and care when drawing. CL: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	
	I can construct with a purpose in mind.	I can conduct a product analysis of a given product. I can describe the main functions of a product (design specification). I can think of a solution to a problem.	I can conduct a product analysis of a given product. I can analyse the different structural elements of a range of structures, houses, bridges, tents. I know the names and functions of a limited range of mechanisms. I can describe what the main functions of a product need to be and who the potential user could be. I can write a design specification considering the needs of the user.	I can conduct a product analysis of a given product and explain how key events and individuals have shaped the world. I can write a basic design specification including the functions the product should be able to perform, the potential users it is for and suitable materials that could be used. I know the names and functions of a limited range of mechanisms.
	I can talk to a potential user of my product.	I know the different target market groups for snacks healthy vs junk. I can generate relevant interview questions for a target market group / potential user of my product.	I can generate a range of questions for an interview and record their responses.	I can undertake relevant research such as user interviews, research into existing products and mood boards. I can produce a mood board using IT to inspire my design ideas.
	I can verbally describe my design ideas. I can communicate my ideas through talking and drawing.	I can draw a simple design and label the key parts of my design I can generate ideas and develop my ideas based on feedback. I can follow a manufacturing plan.	I can communicate my ideas through annotated drawings. As well as some of the following strategies; prototypes and cross sectional drawings. I can generate ideas and develop my ideas based on feedback and testing. I can produce cross section sketches.	I can communicate my ideas through annotated drawings and mock ups. As well as all of the following strategies; prototypes and cross sectional drawings. I can generate ideas, taking into account the needs of the users and develop my ideas based on feedback and testing. I can generate suitable dishes for specific target market groups based on feedback. I can use all of the following tools in 2D Design including, repositioning, resizing and moving shapes. Drawing, lines, basic shapes and curves. Deleting, segments and whole objects. I can produce exploded drawings that show how ingredients are combined in one dish.

	EYFS	KS1	LOWER KS2	UPPER KS2
MAKE	EAD: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	"Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics"	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	
	I can use a limited range of tools and equipment. I know the names of a limited range of tools and equipment.	I can select and use a limited range of tools and equipment. I know the names of a wide range of tools and equipment.	I can select and use a range of tools and equipment. I know the names of a wide range of tools and equipment and state their purpose. I can use advanced mechanisms in my product.	I know the names of all tools and equipment used and state their purpose. I can select and use a range of tools, equipment and machinery I can use advanced mechanisms in my product.
	I can use various construction materials to build with. I can join construction pieces together to build and balance. I can manipulate materials to achieve a planned effect. I can select tools and techniques needed to shape, assemble and join materials I am using. I can use simple tools and techniques competently and appropriately. I can explain how a glue gun is used (by an adult)	I know the main structural elements of the catapult (triangles for stability etc) and their purpose. I know the function of the main elements of a given structure. I can build structures and explore how they can be made stiffer, stronger and more stable. I know the names and functions of a given mechanism. I can use simple mechanisms in my product.	I know how to reinforce given elements of a given structure. I can reinforce, stiffen and increase stability of structures I know how to mark and cut timber I know how to create corner but joints and t joints using card triangles and PVA glue.	I know how to reinforce a range of structural elements. I can reinforce, stiffen and increase stability of complex structures I can cut accurately to 1mm: strip wood, dowel & square section. I can build frameworks using a range of materials: wood, card, corrugated plastic. I can use a glue gun with close supervision. I can cut accurately and safely to a marked line. I can use a craft knife, cutting mat and safety ruler under one to one supervision (if appropriate). I can make a model using multiple pieces
EVALUATE	EAD: Share their creations, explaining the process they have used. CL: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world	
EVALUATE	I can talk about my model. I can say how I could make my model better.	I can evaluate my product against a design specification.	I can evaluate my product against a design specification and testing and take into consideration the views of others to improve my work.	I can test my product against a design specification and take into consideration the views of others and suggest possible improvements to my work.
TECHNICAL KNOWLEDGE		Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	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 [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.	
		I know the characteristics of a limited range of materials including timber and elastic. I can explain why I have chosen certain materials based on their characteristics.	I know the aesthetic properties of a range of materials. I can explain why I have chosen certain materials based specifically on their aesthetics.	I know the aesthetic and functional properties of a range of materials including softwoods and plastics. I can explain why I have chosen certain materials based specifically on their aesthetics and functional properties.
PRODUCT LINK	Pop up story book Mechanisms and sliders	Catapult project	Shelters	Bird box/bird feeder/bug hotel



ART POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Art and design curriculum is designed so that progressive knowledge and skills are taught throughout EYFS up to Year 6. We want all children to see themselves as artists and designers and we aim to equip them with the skills and knowledge in order for them to feel this. We believe that Art and design stimulates creativity and imagination. This policy has been established to address the National Curriculum for Art and Design KS1, KS2 and the Early Years Framework documents. 'Art' should be interpreted as 'art, craft and design' and artists should be interpreted as artists, crafts people and designers throughout all documentation. The Art and Design policy follows whole school guidance on the curriculum and how it is managed, organized, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, behaviour and discipline, special educational needs, inclusion and equal opportunities.

We believe that Art and design within the trust schools provides a visual, tactile and sensory experience and a special way of understanding and responding to the world and involving our local community. It enables children to communicate what they see, feel and think through immersion, by creatively looking into colour, texture, form, pattern and space. It gives children the opportunity to explore materials and artistic processes, providing a sense of calm, of achievement and success at all levels.

Throughout the Trust, we aim for the children to become involved in shaping their own immersive learning environments through producing refined finished pieces to display in classrooms and corridors. Children learn to make informed judgements with aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the basic skills, roles and functions of art, they can explore the impact it has had on contemporary life and that of modern, historic times and cultures. The children within the settings learn to appreciate and gain enjoyment of the visual arts and the impact that art has to enrich our lives. It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Art and design through the progression of skills and knowledge, both of which are planned in a sequential document. This document includes key lines of inquiry to develop links across the curriculum, as well as to the bigger concepts that drive our curriculum intent.

VISION STATEMENT

A successful Artist at Wickersley Partnership Trust is:

- Enthusiastic about Art

- Enjoys the creativity that Art allows
- Is able to appreciate the work of other artists
- Is able to evaluate their own work and suggest ways to improve
- Is keen to develop and refine their skills
- Is able to demonstrate a range of skills, handle tools and media, with confidence
- Is able to apply their knowledge and understanding of Art to their own work.

HOW WE INTEND TO REMOVE BARRIERS

In Art and Design we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition. Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that students develop their own artistic literacy and vocabulary. A progressive vocabulary list forms part of the long term planning document. Key artistic vocabulary is displayed in all settings.

AIMS

- To follow a skills and knowledge based curriculum that installs confidence, enthusiasm and creativity and boosts the imagination
- To develop and refine their skills and knowledge in how to handle tools and media, with confidence.
- To record from first-hand experience and from imagination, and to select their own ideas to use in their work
- To develop and master increasing confidence in the use of visual and tactile elements and materials
- To improve abilities to control materials, tools and techniques
- To increase their critical awareness and be able to evaluate their own work and make suggestions of ways to improve it
- To appreciate the work of many different artists within the different roles and purposes of art and design from modern and historical times and cultures
- To foster an enjoyment and appreciation of the visual arts throughout the years and gain a knowledge of artists of new and old including craftspeople and designers.

TO PROVIDE ALL CHILDREN WITH A BROAD AND BALANCED EDUCATION:

- Encourage the use of ICT and multimedia to communicate and explore ideas
- Ensuring that every child should experience at least one visit to an art gallery during their time at Wickersley Partnership trust.
- Learn about art and the appreciation of the work of other artists and crafts people from different times and cultures.
- Develop children's ability to observe, investigate, respond to and record the world around them through a variety of forms and media.
- Make increasingly informed and creative choices of media, tools and techniques for a given purpose for example, painting, collage, print making, digital media, textiles, sculpture.
- Develop their visual language and the ability to express their ideas and feelings in order to evaluate their own work and that of others such as sculptors, photographers, architects, textile designers, computer animators, typographers.
- Deliver an ambitious, creative curriculum alongside the National Curriculum where children experience a broad range of creative experiences to enhance their enjoyment and engagement.
- Train children in the safe and appropriate use and maintenance of tools and techniques in accordance with health and safety requirements.

LITERACY

Art contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas,

methods and approaches in their own work and that of other children, and to say what they think and feel about them.

NUMERACY

Art contributes to the teaching of mathematics in our settings by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

ORACY

In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff challenge the use of skills and artist related language and will direct pupils towards the correct terminology when appropriate.

VOCABULARY

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key Art and design vocabulary is highlighted to the pupils and pupils are guided to use this in their work. Key Art vocabulary is displayed in all classrooms.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

Art feeds into the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

The teaching of art offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

How we develop skills for learning

NATIONAL CURRICULUM CONTENT

FOUNDATION STAGE

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The children's learning experiences includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

Expressive art and design. Exploring and Using Media and Materials.
EYFS children should be taught:

EXPRESSIVE ARTS AND DESIGN

Creating with Materials ELG

Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive ELG

Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.

KEY STAGE 1

Pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KEY STAGE 2

Pupils should be taught

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Art and Design our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with the SCHOOL Way. The Trust schools use a variety of teaching and learning styles in art and design lessons. Our main aim is to develop the children's knowledge of basic skills needed to develop in art and design.

With this, the trust aims for our schools to ensure that we encourage the fluidity of a full curriculum approach to art and design by exploring and developing ideas, critiquing and evaluating, to develop and progress the learning. We do this, through a mixture of whole-class teaching and individual/group activities. Teachers should draw attention to good examples of individual performance as models for the other children. As well as working alongside children to give critique and steps forward towards success. We encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of high-quality materials and resources, including ICT.

The Art curriculum is conscious of the learning and participation of all students. Teaching is planned with this in mind and any extra support should be provided to pupils if they need it. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Regular assessment of pupil needs and understanding plays a vital role here as does the provision of appropriate resources. The Internet and our IWB offer a wealth of materials that can be matched to suit individual or group needs, enabling all pupils to develop their skills and understanding.

Within the trust we recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses; Use a variety of approaches that are matched to the activity and the ability of the children.
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges with different resources;
- Using additional adults to support the work of individual children or small groups. Special Educational needs children need to be catered for in the planning of the program to support all children to have their confidence and their self-esteem raised.
- Children must be given the opportunity to examine exhibits, artefacts, historical buildings of interest.
- Clearly identify whether the art activities are exclusively art, or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work. When children are undertaking activities that are directly related to another element of the curriculum, they should be aware that the session is an art investigation and that they are therefore, focusing upon art skills.
- Clear links between art and design technology provide opportunity to develop the children's ICT capabilities.
- Ensure that issues of Health and Safety are always addressed in the planning and delivery of the art curriculum.
- The planned program must encourage the children's development of personal and social skills, be fully inclusive and give equal opportunities for pupils to access learning.
- Children must be encouraged to work individually, in pairs, small groups and as a whole class when required.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

The Art curriculum lead and individual school teams are responsible for ensuring that both Art and DT are well planned and link to the topics being covered for each half term. This will ensure equal distribution of Art and DT and progression in the skills of pupils being developed. The art subject leaders are encouraged to keep evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year of the school. The staff meet regularly to review and celebrate individual evidence of children's work.

The monitoring of the standards of children's work and of the quality of teaching in art is the responsibility of the art leader. The work of the subject leader also involves supporting colleagues in the teaching of art, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art subject leader gives the Head Teacher and Governors an annual summary report in which together they will evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.

Teachers analyse pupil's progress against the cross curricular skills ladders at the end of each school year to complete the annual report to parents. Teachers will carry out informal ongoing assessment to ensure continuity, progression and achievement in Art. A summative assessment of children's progress in Art over the year is provided in their end of year report. Along with this, a collection of work and sketchbooks, which is carried through into the next academic year, shows children's achievement in art. Staff will also be encouraged to record photographic evidence of pupils work in sketchbooks.

SKETCHBOOKS

Sketchbooks are used in EYFS through to Year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and

for what purposes, including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. All year groups use a sketchbook that is similar in format.

The contents of the sketchbook could include:

- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record a basic skills development
- Photograph and other illustrative material to support ongoing work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit, packaging, advertisements, posters, photographs
- Details of something that will be drawn or painted in entirety
- ICT prints and image manipulations

DISPLAYS

Wickersley partnership trust aims for the learning environment are:

- To value and enhance children's work
- Reflect the vision and aims of the school towards excellence
- To celebrate achievement
- To increase children's self-esteem and pride in their work
- To motivate children by setting high standards to which they can aspire
- To create a stimulating teaching and learning environment
- To encourage aesthetic awareness and a positive attitude to our school environment
- To arouse curiosity, pose questions and stimulate enquiry
- To reflect and value different levels of achievement and cultural backgrounds
- To inform and inspire parents, carers, governors, teachers and visitors to the school.

Individual teachers are responsible for the learning environment within their own classroom and designated areas.

A display should always have one or more of these specific purposes in mind:

- To stimulate interest in a theme
- To introduce, summarise or reinforce knowledge and skills
- To celebrate children's work.

Displays should include:

- Information (pictures, reference materials, word banks, etc to encourage interaction and enquiry)
- A clear title and brief summary about the learning.
- Process evidence (stimulus material, evidence of the work's evolution)
- Outcomes (final results).
- Captions and questions to engage the audience about the learning
- Clear labels and headings to indicate the title of the work and which subject or topics it is related to
- Information about the process involved
- The year group of the children (when outside the individual classrooms).

ICT

The ICT team ensure that the computers in school have a range of graphic software, including 'paint', Tux paint, clip art facilities, with access of a scanner and a digital camera, ipads and notebooks. Schools have full Internet access that can be used to find images for our artwork, with appropriate supervision and parental consent. ICT is incorporated within the art curriculum wherever relevant. Every classroom has an Interactive White Board and will be used to model and demonstrate art programs. It also has many other uses, such as: showing photographs of school

trips or artefacts, scanning and showing examples of children's work.

EXTRA-CURRICULAR ACTIVITIES IN ART AND DESIGN.

The Trust is fully committed to providing quality enhanced experiences for all pupils aged 6 and over, outside the classroom and directed teaching time. Each term a varied menu of clubs, workshops and activities are offered which include art and design. The whole ability range is catered for within this extra-curricular provision from children with Special Educational Needs to those who are more able.

RESOURCES

Schools are able to purchase best quality Art resources in line with the school's budget. These materials are distributed among the year group leaders for their classes. Budget information and resource needs are reviewed on a yearly basis.

Resources include: -

- We provide a list of equipment needs to ensure all schools have access to quality resources.
- We have a bank of resources to go alongside our cross-curricular History and Geography art projects and have access to borrowing artefacts for projects from the community of schools.
- We use the local environment for visual stimulus and for observational drawing work, for example the school grounds (buildings, trees, plants, flowers, insects) the surrounding houses, shops and local landmarks.
- We use visitors and visits, trips outside the local area as an opportunity to use as starting points for children's work.
- The school library has a wide range of books for both teachers and pupils to refer to and use in the classroom to support their work.



SUBJECT INTENT: Every child is genuinely born an artist. We believe children should be provided with the best quality art materials from the earliest age in order to explore the characteristics of a range of media and develop and extend skills when creating art in both 2 and 3 dimensions. Our Art, craft and design curriculum should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment and invent, drawing on past experiences and the wonder of nature to explore the possibilities of human creativity. Children will find out about the work of other artists and designers and learn how they have shaped and reflected our history, and impacted on the culture and creativity of the world in which we live. Every child has the right to feel successful as an artist and have their unique ideas and thoughts valued. Our Art and Design Curriculum enables pupils to be risk takers, critical thinkers and reflectors - skills which will have a positive life-long impact. Our role in teaching and developing the skills in Art is vital in order for children to keep seeing themselves as artists as they grow up.

		EIFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ART AND DESIGN - MASTERING TECHNIQUES - SKILLS AND KNOWLEDGE	Drawing	I can use pencils, crayons and pastels to create simple representations of events, people and objects.	I can draw lines of different size and thickness. Show pattern and texture by adding dots and lines. Show different tones by applying pressure using pencil, charcoal, oil and chalk pastel. Start to hatch and cross hatch when shading.	I can draw lines of different size and thickness. Show pattern and texture by adding dots and lines. Show different tones by applying pressure using pencil, charcoal, oil and chalk pastel. Start to hatch and cross hatch when shading.	I can use different grades of pencil to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no rubber). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.	I can use different grades of pencil to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no rubber). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.	I can use a range of drawing materials to add interesting effects such as reflections, direction of sunlight, shadows. Use a choice of techniques to depict movement and perspective. Choose a style of drawing suitable for the work e.g. realistic/impressionistic. Use lines to represent movement.	I can use a range of drawing materials to add interesting effects such as reflections, direction of sunlight, shadows. Use a choice of techniques to depict movement and perspective. Choose a style of drawing suitable for the work e.g. realistic/impressionistic. Use lines to represent movement.
	Equipment/Vocabulary	Artist's Dictionary, Black pen, 4B pencil, charcoal, oil pastel, Chalk pastel Line, pattern, texture, shape, form, space	Artist's Dictionary, Black pen, 4B pencil, charcoal, oil pastel, chalk pastel Line, pattern, texture, shape, form, space, tone, hatch, cross hatch	Artist's Dictionary, Black pen, 4B pencil, charcoal, oil pastel, chalk pastel Line, pattern, texture, shape, form, space, tone, hatch, cross hatch	Artist's Dictionary and Sketchbook, Black pen, 4B, 8B pencils, charcoal, oil pastel, chalk pastel Line, pattern, texture, shape, form, space, tone, hatch, cross hatch, light, shade, angle, scale	Artist's Dictionary and Sketchbook, Black pen, 4B, 8B pencils, charcoal, oil pastel, chalk pastel Line, pattern, texture, shape, form, space, tone, hatch, cross hatch, light, shade, angle, scale	Artist's Dictionary and Sketchbook, Black pen, 4B, 8B pencils, charcoal, oil pastel, chalk pastel, Pen and ink Line, pattern, texture, shape, form, space, tone, hatch, cross hatch, light, shade, perspective, scale, angle, proportion	Artist's Dictionary and Sketchbook, Black pen, 4B, 8B pencils, charcoal, oil pastel, chalk pastel, Pen and ink Line, pattern, texture, shape, form, space, tone, hatch, cross hatch, light, shade, perspective, scale, angle, proportion
	Painting	I can explore what happens when they mix colours. Experiment with paint to create different textures. Choose colours for a purpose. Explore how colours can be changed.	I can use thick and thin brushes. Mix primary colours to make secondary colours. Add white to colours to make tints. Add black to colours to create tones. Create colour wheels.	I can use thick and thin brushes. Mix primary colours to make secondary colours. Add white to colours to make tints. Add black to colours to create tones. Create colour wheels.	I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.	I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.	I can lightly sketch before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world according to topic. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to create mood. Use brush techniques and paint consistency to create texture.	I can lightly sketch before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world according to topic. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to create mood. Use brush techniques and paint consistency to create texture. Start to develop a personal style.
	Equipment/Vocabulary	Powder paints (brilliant red, blue, yellow, black and white), 6 well pallet, clear water pot, mummy, daddy, baby brush. Try out paper Colour, line, pattern, texture, shape, form, space	Powder paints (brilliant red, blue, yellow, black and white), 6 well pallet, clear water pot, mummy, daddy, baby brush. Try out paper Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours, tints, tones	Powder paints (brilliant red, blue, yellow, black and white), 6 well pallet, clear water pot, thick, medium, and fine brush. Try out paper Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours, tints, tones	Powder paints (brilliant red, blue, yellow, black and white), artists pallet and water pot, thick, medium and fine brush, try out paper, Water colour paints Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours, tertiary colours, tints, tones, mood, cold, warm	Powder paints (brilliant red, blue, yellow, black and white), artists pallet and water pot, thick, medium and fine brush, try out paper, Water colour paints Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours, tertiary colours, tints, tones, mood, cold, warm	Powder paints (brilliant red, blue, yellow, black and white), artists pallet and water pot, thick, medium and fine brush, try out paper, Water colour paints, Acrylic paints Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours, tertiary colours, tints, tones, mood, opaque, transparent, hue	Powder paints (brilliant red, blue, yellow, black and white), artists pallet and water pot, thick, medium and fine brush, try out paper, Water colour paints, Acrylic paints Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours, tertiary colours, tints, tones, mood, opaque, transparent, hue
	Sculpture	I can construct with a purpose in mind using a variety of resources e.g. box modelling equipment. Manipulate material such as clay to achieve a planned effect. Join construction pieces together to build and balance.	I can use a combination of shapes and materials including rolled up paper, straws, card, boxes and clay. Use them to create lines and textures. Use techniques such as rolling, cutting, moulding and carving using tools and equipment.	I can use a combination of shapes and materials including rolled up paper, straws, card, boxes and clay. Use them to create lines and textures. Use techniques such as rolling, cutting, moulding and carving using tools and equipment.	I can create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include textures. Mould, shape and carve clay, adding materials to provide interesting detail.	I can create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include textures. Mould, shape and carve clay, adding materials to provide interesting detail.	I can show life-like qualities and real-life proportions or if more abstract provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks such as wire or moulds to provide stability and form.	I can show life-like qualities and real-life proportions or if more abstract provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks such as wire or moulds to provide stability and form.
	Equipment/Vocabulary	Box modelling equipment Range of joining materials, Clay, Clay tools, Natural materials, Atelier resources Mould, roll, shape, assemble, build, balance, join, attach, potters glue, fold, 3D, overlapping, solid, stacked	Box modelling equipment, Range of joining materials, Clay, Clay tools, Natural materials, Atelier resources Mould, roll, shape, assemble, build, balance, join, attach, potters glue, fold, 3D, overlapping, solid, stacked	Box modelling equipment, Range of joining materials, Clay, Clay tools, Natural materials, Atelier resources Mould, roll, shape, assemble, build, balance, join, attach, potters glue, fold, 3D, overlapping, solid, stacked	Clay, Clay tools, Natural materials, Atelier resources Mould, roll, shape, assemble, build, balance, join, attach, potters glue, fold, 3D, overlapping, solid, stacked	Clay, Clay tools, Natural materials, Atelier resources Mould, roll, shape, assemble, build, balance, join, attach, potters glue, fold, 3D, overlapping, solid, stacked	Clay (terracotta and grey), Clay tools, Clay slip Glass beads, embellishing materials Form, space, 2D, 3D, Solid, regular, irregular, rounded, curved	Clay (terracotta and grey), Clay tools, Clay slip Glass beads, embellishing materials Form, space, 2D, 3D, Solid, regular, irregular, rounded, curved
	Printmaking	I can use printmaking techniques such as sponge printing/ block printing to create and recreate patterns on paper and fabric. Create simple relief prints using polyblock, handling rollers correctly.	I can use repeating or overlapping shapes. Mimic print from the environment e.g. wallpapers. Use objects to create prints such as fruit and vegetables. Press, roll, rub and stamp to make prints on paper and fabric.	I can use repeating or overlapping shapes. Mimic print from the environment e.g. wallpapers. Use objects to create prints such as fruit and vegetables. Press, roll, rub and stamp to make prints on paper and fabric.	I can print layers of two or more colours. Replicate patterns observed in natural or built environments. Make own printing blocks (e.g. coiled string on card). Make precise repeating patterns.	I can print layers of two or more colours. Replicate patterns observed in natural or built environments. Make own printing blocks (e.g. coiled string on card). Make precise repeating patterns.	I can build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.	I can build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.
	Equipment/Vocabulary	Range of materials to print with including man-made and natural materials, Polyblock, rollers, printing ink, ink trays Print, pattern, repeat, shape, colour	Range of materials to print with including fruit and vegetables, embossed wallpaper, rollers, printing ink, ink trays, polyblock Print, relief, repeat, opposite, line, colour, pattern, shape	Range of materials to print with including fruit and vegetables, embossed wallpaper, rollers, printing ink, ink trays, polyblock Print, relief, repeat, opposite, line, colour, pattern, shape	Child Made Printing blocks, natural materials, printing inks for children to mix and create own tints and tones Repeat pattern, print relief, tones, tints, shades, effect, symmetrical, uniform	Child Made Printing blocks, natural materials, printing inks for children to mix and create own tints and tones Repeat pattern, print relief, tones, tints, shades, effect, symmetrical, uniform	Range of materials to print from including polyblock (layer with shaped paper to change the effect) Printing inks to mix own tints and tones, revisit prints, add other visual elements Positive, negative, overlap, overlay, motif, effect, impression	Range of materials to print from including polyblock (layer with shaped paper to change the effect) Printing inks to mix own tints and tones, revisit prints, add other visual elements Positive, negative, overlap, overlay, motif, effect, impression
	Develop ideas	I can explore a range of 2D and 3D materials finding out about their qualities and possibilities.	I can respond to ideas and starting points via topic. Explore different methods and materials as ideas develop	I can respond to ideas and starting points via topic. Explore different methods and materials as ideas develop	I can respond to ideas and starting points via topic. Explore different methods and materials as ideas develop	I can respond to ideas and starting points via topic. Explore different methods and materials as ideas develop	I can develop ideas from starting points throughout the curriculum. Collect information in sketchbooks. Adapt and refine ideas as they progress. Comment on artworks using visual language.	I can develop ideas from starting points throughout the curriculum. Collect information in sketchbooks. Adapt and refine ideas as they progress. Comment on artworks using visual language.
	Key Knowledge	I know about artists who use colour and shape. I know how to represent my ideas using colour and shape.	I know that some artists use colour and pattern to express themselves. I know how to create a landscape using a range of techniques. I know how to flood fill.	I know that landscapes can be represented differently depending on the period they were created. I know that art forms can express important global messages. I know how to create a portrait.	I know how to create a figure. I know that artists represent figures in different ways. I know that artists and designers to the wealth of a nation.	I know how to create an accurate and proportionate portrait. I know about traditional and abstract art forms. I know that artists can contribute to the wealth of a nation and explain why. I know that art includes everyone.	I know that art can represent the culture of a nation. I know that colour can be used to convey mood. I know how to create a cityscape. I know that art includes everyone and can explain why.	I know how to use one-point perspective to create an accurate scene. I know how to create an accurate and proportionate figure and portrait. I know that colour can be used to convey mood and as an expression of how the artist views the world. I know how to express myself.
Artist Knowledge	I know that artists create painting and sculptures using different materials.	I know that Monet was part of the Impressionist movement. I know that Romero Britto is a pop artist	I know the difference between the style of contemporary (modern) artists such as Lizette Chirime and traditional artists such as Thomas Gainsborough	I know that Degas was part of the impressionist movement. I know that Doug Hyde is a contemporary artist	I know that Leonardo Di Vinci was a Renaissance artist which is when artists produced accurate and life like representations.	I know that LS Lowry was a 20th Century Naive artist who created Industrial paintings. I know that architecture is a form of art and design	I know that Picasso was part of the Cubist movement. I know that Frida Khalo was part of the Naive/Surrealist movement.	



MUSIC POLICY

INTENT

At Wickersley Partnership Trust we aim to ensure our music curriculum is designed to sequence learning, through the progression of skills and knowledge, and embed the key skills that are required to develop their interest in Composing, Performing, Listening and Appraising.

The curriculum is designed to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. It develops an awareness of different genres and cultures and enables students to work independently or as part of a group. Musical knowledge, understanding and skills provide the frameworks and approaches that explain how music has developed over time. We aim to ensure that pupils develop a competence in reading musical notation and using this whilst developing a competence with key instruments. Each phase focuses on a particular instrument and students have the opportunity to progress to the next level of musical excellence.

Students have the opportunity to explore music performance and composition through the use of music technology.

HOW WE INTEND TO REMOVE BARRIERS

In music we ensure there is a safe and supportive learning environment for pupils to create, explore and perform. Each lesson is differentiated to enable all students to access the music curriculum which allows them to develop their musical abilities. We support children who are less confident and encourage them to flourish.

LITERACY

Through the music curriculum students are given the opportunity to make connections between print and spoken words. Students experiment with rhythm, words, tempo, and melody to support skills in reading aloud.

NUMERACY

Throughout each year of the curriculum notation is used for composing and performing which become more complex over time. This covers patterns, rhythmic values which are measured in fractions in relation to a time signature indicating note values and measures of time. Music technology lessons cover the science of sound which involves the frequency of vibrations (Hz) per second.

ORACY

From FS1 to KS4 students are given many opportunities and are encouraged to talk about their learning and opinions. Students regularly give verbal feedback when appraising music or evaluating a performance using the inter-related dimensions of music.

VOCABULARY

Students are introduced to a wide range of musical vocabulary linked to the inter-related dimensions of music. Students develop a sufficient understanding of the key vocabulary and have regular opportunities to reinforce their understanding when discussing and appreciating a range of outstanding musical pieces throughout history or interpreting written music.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their musical skills in each lesson and each scheme of work covers performing, composing and listening and appraising skills. These skills are revisited regularly through a variety of experiences and learning opportunities such as the reading of notation, exploring sounds, performing both alone and with others, music theory and a wide range of music styles and genres.

The development of skills are sequential and challenging and helps students move to the next stage of the curriculum.

Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

Through the enjoyable act of making music, we foster important social and emotional skills, such as self-regulation, self-confidence, leadership skills, social skills, socio-emotional intelligence and the curriculum demands independence, resilience and responsibility.

Within the curriculum, music exposes students to music and language from around the world and other cultures.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

We are committed to ensuring students understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. We aim to widen children's experiences beyond that which they may gain at home.

As part of our cultural capital experiences students are given the opportunity to perform in the wider community.

STRAND		EYFS	YEAR 1	YEAR 2		YEAR 3	YEAR 4	YEAR 5	YEAR 6	
KNOWLEDGE	Performing	Use of voice expressively and creatively	I know how to sing echo songs and perform movements to a steady beat. I know how to explore singing at different speeds and pitch to create moods and feelings. I know how to use my voice to create loud and soft sounds.	I know how to explore the use of the voice in different ways such as speaking, singing and chanting. I understand how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. I know how to sing with expression, confidence and creativity to an audience	I know how to sing with a sense of the shape of a melody. I know how to perform songs using creativity and expression and create dramatic effect. I know how to represent sounds with symbols. I know how to improvise in making sounds with the voice.	Play and Perform	I know how to Sing in tune. I know how to perform simple melodic and rhythmic parts. I know how to improvise repeated patterns. I know how to start to show control in voice. I know how to perform with confidence.	I know how to sing in tune with awareness of others. I know how to perform simple melodic and rhythmic parts with awareness of others. I know how to improvise repeated patterns growing in sophistication. I know how to maintain a simple part within a group. I know how to play notes on instruments with care so they sound clear. I know how to perform with control and awareness of what others in the group are singing or playing.	I know how to perform songs with an understanding of the relationship between lyrics and melody. I know how to perform by ear and from notations, I know how to maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect. I know how to perform songs in a way that reflects their meaning and the occasion. I know how to play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). I know how to play a sequence of notes on instruments with care so they sound clear.	I know how to perform significant parts from memory and from notations with awareness of my own contribution. I know how to refine and improve my own work. I know how to sing or play from memory with confidence, expressively and in tune. I know how to perform alone and in a group, displaying a variety of techniques. I know how to lead a group.
		Play tuned and untuned instruments	I know how to play instruments to a steady beat. I understand how to hold and play an instrument with care. I know how to explore the different sounds instruments make and choose an instrument to create a specific sound.	I know how to play instruments showing an awareness of others. I know how to play simple beats and rhythms. I know how to play sounds linking with symbols. I understand how to play an instrument with care and attention	I know how to perform simple patterns and accompaniments keeping to a steady pulse. I understand and know how to explore how sounds can be organised and how to respond to starting points that have been given. I know how to control playing a musical instrument so that they sound, as they should.		Musical Notation	I know how to recognise simple notation.	I know how to interpret /use simple notation	I know how to read the musical staff and can work out the notes
	Composing	Experiment with, create, select and combine sounds	I know how to choose different instruments, including the voice, to create sound effects in play. I know how to use a variety of ways to create sound with different materials. I know how to perform songs and music together with body movements to a steady beat.	I know how to create a sequence of long and short sounds, including clapping longer rhythms. I know how to create sounds that are very different (loud and quiet, high and low etc.). I know how to explore my own ideas and change as desired. I know how to use symbols to record long and short sounds.	I know how to choose carefully and order sounds in a beginning, middle and end. I know how to use sounds to achieve an effect. (including use of ICT) I know how to create short musical patterns.	Improvise and Compose	I know how to compose music that combines musical elements. I know how to carefully choose sounds to achieve an effect. I know how to create short musical patterns with long and short sequences and rhythmic phrases.	I know how to compose music that combines several layers of sound. I know how to use sound to create abstract effects. I know how to create repeated patterns with a range of instruments. I know how to carefully choose order, combine and control sounds with awareness of their combined effect.	I know how to use the venue and sense of occasion to create performances that are well appreciated by the audience. I know how to compose by developing ideas within musical structures. I know how to improvise melodic and rhythmic phases as part of a group performance.	I know how to improvise melodic and rhythmic material within given structures. I know how to show thoughtfulness in selecting sounds and structures to convey an idea. I know how to create my own musical patterns. I know how to use a variety of different musical devices including melody, rhythms, and chords.
			Musical Notation	I know how to use symbol notation when composing work.	I know how to use notation when composing work.		I know how to use Staff and musical notation when composing work.	I know how to use Staff and musical notation when composing work.		
	Listening and Appraising	Listen with Concentration	I know how to express feelings in music by responding to different moods in a musical score. I know how to listen to music and respond by using hand and whole body movements. I know how to listen to different sounds (animal noise, water etc.) and respond with voice and movement.	I know how to choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). I know how to reflect on music and say how it makes people feel, act and move. I know how to identify and appreciate a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc	I know how music can be used to create different moods and effects and to communicate ideas. I know how to listen and make improvements to my own composition. I know how to respond to different composers and discuss different genres of music.	Listen with Attention and Recall Sounds	I know how to notice and explore the way sounds can be combined and used expressively.	I know how to notice, analyse and explore the way sounds can be combined and used expressively.	I know how to listen and explore the relationship between sounds. I know how to listen and explore how music reflects different intentions. I know how to comment on musicians use of technique to create effect	I know how to listen, comment on and compare the relationship between sounds. I know how to listen, comment on, compare and explore how music reflects different intentions.
			Appreciate and understand a wide range of music	I know how to describe the different purposes of music throughout history and in other cultures.	I understand that the sense of occasion affects the performance.		I know how to analyse musical features choosing appropriate musical vocabulary. I know how to evaluate how musical elements and styles can be used together to compose music	I know how to analyse and compare musical features choosing appropriate musical vocabulary. I know how to evaluate how musical elements, features and styles can be used together to compose music		

		STRAND	EYFS	YEAR 1	YEAR 2		YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	Listening and Appraising					History of music	I know how to describe the different purposes of music throughout history and in other cultures. I know how to listen to different types of composers and musicians and discuss different genres of music.	I know how to sort composers / musicians in to different genres and instruments in to different types I know how to listen to different types of composers and musicians and discuss different genres of music	I understand the different cultural meanings and purposes of music, including contemporary culture. I know how to listen to different types of composers and musicians and discuss different genres of music.	I know how music reflects time, place and culture. I know how to express opinions on the different cultural meanings and purposes of music, including contemporary culture. I know how to listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions.
		Performing	I can sing a variety of songs I can recall a variety of songs and dances. I can make up my own movement in response to music. I can improve my performance through repetition. I can follow a lead	I can sing in tune through songs and pitch matching. I can perform to my class peers. I can improve my performance by practising. I can make up my own movement in response to different tempos. I can take a lead in a group performance.	I can sing in tune through songs and pitch matching. I can perform to my class peers. I can improve my performance by practising. I can make up my own movement in response to different tempos. I can take a lead in a group performance.		Play and Perform	I can sing expressively (musical elements) dynamics. I can take part in 2 part songs. I can perform to school peers using vocal and/or physical expression. I can perform simple rhythmic and melodic patterns on an instrument. I can lead a group in performance. (small) I can improve my performance by practising based on feedback.	I can sing expressively (musical elements) dynamics. I can take part in 2 part songs. I can perform to school peers using vocal and/or physical expression. I can perform simple rhythmic and melodic patterns on an instrument. I can lead a group in performance. (small) I can improve my performance by practising based on feedback.	I can sing expressively (emotion). I can take part in 3 part songs. I can perform to a wider audience using vocal and/or physical expression. I can perform more complex rhythmic and melodic patterns on an instrument. I can lead a group in performance. (large) I can develop my performance through practice and feedback.
		I can perform sounds. I can tap out simple repeated rhythms.	I can make and change sound on an instrument using long or short sounds, understanding their differences.	I can make and change sound on an instrument using long or short sounds, understanding their differences.	Musical Notation	I can perform from a graphic score/memory.		I can perform from a graphic score/memory.	I can perform from notation and/or memory.	I can perform from notation and/or memory.
	Composing	I can explore different sounds. I can make my own music using different instruments	I can make patterns with sounds - using musical elements. I can use symbols to record long and short sounds. I can make sounds that reflect a topic. I can use my body and voice to make sounds - using musical elements. I can reflect on improving my work.	I can make patterns with sounds - using musical elements. I can use symbols to record long and short sounds. I can make sounds that reflect a topic. I can use my body and voice to make sounds - using musical elements. I can reflect on improving my work.		Improvise and Compose	I can follow a repeated pattern (ostinato) I can compose on 3 note patterns on pentatonic scale. (tuned perc) I can compose a soundscape. I can reflect on and improve my own work using basic terms.	I can make patterns with sounds - using musical elements. I can follow a repeated pattern (ostinato) I can compose on 3 note patterns on pentatonic scale. (tuned perc) I can compose a soundscape. I can reflect on and improve my own work using basic terms	I can compose a repeated pattern. I can compose melodic and rhythmic phrases. (c scale) I can layer sounds to create effects. I can reflect on my compositions using some specific terminology.	I can compose melodic phrases I can reflect on my compositions using some specific terminology. I can compose a repeated pattern. I can compose melodic and rhythmic phrases. (c scale) I can layer sounds to create effects. I can reflect on my compositions using some specific terminology.
					Musical Notation		I can recognise simple notation.	I can recognise simple notation.	I can interpret /use notation	I can interpret /use notation
	Listening and Appraising	Listen with concentration	I can feel the beat and join in. I can talk about what I like and dislike. I can identify simple instrumentation	I can identify a change in beat. I can identify the simple elements of music as before. PLUS: texture, rhythm, duration, style, mood		I can identify a change in beat. I can identify the simple elements of music as before. PLUS: texture, rhythm, duration, style, mood	Listen with attention and recall sounds	I can understand the elements of music as before in KS1 plus - tonality. I can describe how music is used in our daily lives I can explain why I like or do not like certain music I I can use simple music terminology in explaining music. I can identify the sounds of a variety of instruments	I can understand the elements of music as before in KS1 plus - tonality. I can explain why I like or do not like certain music. I can use simple music terminology in explaining music I can identify the sounds of a variety of instruments	I can compare the similarities and differences between music as before in LKS2 plus - purpose. I can classify classroom, orchestra and world instruments
					Appreciate and understand a wide range of music	I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary		I can recognise and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary	I can classify classroom, orchestra and world instruments. I can recognise and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time	I can identify the purpose of the music. I can classify classroom, orchestra and world instruments. I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
						History of music		I can identify music from different periods in history.	I can compare music from different periods in history.	I can recognize important composers from each time period. I can describe the role that music and musicians had in each time period.



PE & ACTIVITY POLICY

INTENT

Wickersley Partnership Trust aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness, with a clear focus on personal best. As well as our enriched and progressive curriculum, we offer pupils the opportunity to compete in extra-curricular sports and offer alternative provision including outdoor adventurous activities and swimming. This helps build character and reinforce values such as self-belief, teamwork and respect.

PE lessons are taught with the following aims in mind:

- Meet the requirements of the national curriculum
- Promote a healthy lifestyle
- Encourage physical activity and exercise
- Build self-esteem, confidence and resilience
- To challenge all pupils during physical education
- To break down perceived barriers to physical activity and sport
- Develop pupils' academic, social and physical ability
- Encourage good behaviour and respect amongst pupils
- Introduce pupils to competition in a structured environment
- Promote team work and cooperation amongst pupils
- Promote the School Games and the School Games Values
- Create lifelong habits by introducing pupils to a variety of different activities
- Encouraging pupils to move into extra-curricular / external clubs

This policy outlines what pupils will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

FRAMEWORK

This policy will be implemented in conjunction with the following school policies, documents and procedures:

- Health and Safety Policy
- Accident Reporting Procedure Policy
- Adverse Weather Policy

- First Aid Policy
- Primary School Uniform Assistance Policy
- Pupil Accident Log
- Pupil Code of Conduct
- Staff Code of Conduct
- WPT PE & School Sport Development Plan
- WPT PE & School Sport Risk Assessment
- WPT Extra-Curricular Competition Risk Assessment
- WPT OAA (land and wet) Risk Assessment
- WPT Swimming Risk Assessment
- WPT Covid-19 Procedures (including adaptations of all of the above)

ROLES & RESPONSIBILITIES

The School is responsible for:

- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring all necessary risk assessments have been undertaken, including those for specific children.
- Liaising with the WPT Sports Development Manager regarding the spending and impact of the PE and sport premium funding.
- Ensuring that pupils are dressed appropriately for PE lessons in order to ensure pupil safety and the safety of others. This includes appropriate kit, footwear and the removal of jewellery.
- Making sure the WPT team are aware of additional medical needs (e.g. inhalers/epipen) which should be accessible at all times during PE.
- Registering pupils at the beginning of the school day and dismissing at the end. WPT Sports Coaches should NOT release pupils to parents for safeguarding reasons.

Ensuring the WPT PE Team are informed of any risk assessments and procedures in place for pupils with mobility difficulties and/or disabilities.

- Ensuring appropriate school staffing support is in place for pupils with additional needs in accordance with school's usual practices. This includes any challenging pupils who receive 1 to 1 support throughout the school day.

The WPT Sports Coach is responsible for:

- The overall implementation of this policy.
- Acting in accordance with the school's Health and Safety Policy.
- Acting in accordance with the Staff Code of Conduct.
- Understanding the WPT medium and long term plans and delivering them across the year groups.
- Maintaining and replacing WPT PE team equipment and indicating to school when school equipment is defective.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards before commencing lessons.
- Ensuring pupils are appropriately attired to ensure their own safety and the safety of others and ensuring all potentially dangerous jewellery, such as earrings and watches, are removed before PE lessons.

Children who are wearing jewellery will not be allowed to participate in lessons. Jewellery and clothing worn as part of religious beliefs also needs to meet the standards and if not, will be discussed with parents / guardians.

- Ensuring individual risk assessments are read and adhered to bringing attention to the school of any pupil who may require an additional risk assessment before participating in a particular activity.
- Ensuring that the details of any PE-related accidents are recorded in accordance with school procedures and WPT Sports Development Manager also informed.
- Maintaining records relating to the teaching of PE, including lesson plans.
- Attending any necessary training, in order to help inform future developments of the subject.
- Keeping up-to-date with any changes in the subject area.
- Providing the headteacher with an annual summary report regarding the teaching of WPT PE at the school (to link with assessment)
- Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
- Knowledge of where the nearest first aid kit is and the procedure to report any injuries that happen during the lesson.
- Assessment using the WPT model, including assisting the wider teaching staff with assessment.

In order to ensure PE is as inclusive as possible, we will implement:

- Standard planned activities, differentiated for pupils with various needs.
- Adapted activities in line with pupils' Individual Health and Care Plan (IHCP).
- Where possible, alternative physical activities for pupils who are injured or otherwise risk assessed as unable to take part in standard activities.
- Non-physical alternatives where required.

Parents are responsible for:

- Providing their child with the necessary and correct PE kit.
- Providing their child with appropriate footwear for PE lessons.
- Removing jewellery prior to PE lesson or ensuring children know how to remove this independently.
- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.
- Jewellery and clothing worn as part of religious beliefs meet the standards set out in the guidelines.

Pupils are responsible for:

- Acting in accordance with the Pupil Code of Conduct at all times.
- Making themselves familiar with this policy.
- Bringing their PE kit to school on the appropriate days.
- Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.
- Making sure they know how to remove jewellery and tie hair up on PE days.

EYFS

Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.

Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons using the progressive WPT model.

Particular areas of focus will include movement, balance and the use of PE equipment; including gymnastic apparatus, floor mats and different size and shape balls.

Pupils' physical development will relate to the objectives of the early learning goals, which are set out in the DfE's 'Statutory framework for the early years' foundation stage', including:

- Developing good control and coordination of large and small movements, moving confidently in a range of ways and negotiating space safely.
- Handling equipment and resources effectively.
- Developing an understanding of and talking about good health, including exercise and healthy diets.
- Managing basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- Playing co-operatively, taking turns with others.
- Participating in new activities and verbally explaining why they like some activities more than others.
- Independently choosing the resources they need for their chosen activities.
- Working as part of a group and independently, understanding and following rules.
- Demonstrating an ability to follow instructions involving several ideas or actions.
- Counting reliably with numbers from one to 20, such as keeping score during sporting activities.
- Demonstrating an understanding of measurements, such as the use of metres during races.

All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

EYFS classes will have a minimum of 2 active lessons per week, one which could be outdoor play, weather permitting, and the other which could take place in the school hall.

An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five (preparation for Y1 assessment).

CURRICULUM

During KS1, pupils will be taught to:

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination. They will also know how to apply these in a range of different activities.
- Participate in team games, developing simple tactics for working as a team and achieving a common goal.
- Perform simple movement patterns.

During KS2, pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform using a range of movement patterns.
- Participate in outdoor adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.
- Be a good leader and role model for others looking at sportsmanship and the spirit of the School Games.

In relation to swimming, pupils within KS1 and KS2, will be taught to:

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

TEACHING & LEARNING

All lessons will be planned and taught in line with the WPT schemes of work, as developed by the Sports Development Manager. Pupils' progression is planned into the scheme of work and is consistent from EYFS through to Y6.

Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.

The Sports Development Manager creates long-term, medium-term and short-term plans for delivery of the PE curriculum – they are as follows:

- Long-term: Includes the PE topics studied in each term during the key stage
- Medium-term: Includes the details of work studied each month
- Short-term: Includes the details of work studied during each lesson

The Sports Development Manager is responsible for reviewing and updating long-term and medium-term plans, and communicating these to sports coaches and teachers.

Teachers are responsible for reviewing and updating short-term plans and building on the medium-term plans, taking into account pupils' needs and identifying the methods through which topics could be taught.

All relevant staff members are briefed on the school's planning procedures as part of their staff training. Where appropriate, a sports coach will lead the lesson or teach alongside the teacher. Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities. Pupils will be encouraged to evaluate their own performance, as well as the performance of others. Pupils will be given the opportunity to both collaborate and compete with each other during lessons.

The Sports Development Manager will act as the first point of contact for staff members planning PE lessons or sporting events. A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils. Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times. PE resources will be booked in advance and authorised for use by the Sports Development Manager prior to use. Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.

ASSESSMENT & REPORTING

Pupils will be assessed through observations made during lessons and if they can achieve set statements for each sport (I can). This process can be done weekly, or during any intra-school competition that takes place during the end of a block of work.

The Sports Development Manager will collate the data for assessment at the end of the academic year, and send out to staff as an end of year review.

CROSS-CURRICULAR LINKS

Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils are encouraged to describe what they have done and to discuss how they might improve.

Mathematics

- Pupils further develop their counting skills by keeping score during team games.
- Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.

PSHE

- The benefits of exercise and healthy eating are explained to pupils.
- Pupils are encouraged to make informed choices about their lifestyle.
- The opportunity to act as team leader or part of a team is provided.
- Pupils' self-esteem is promoted.

Spiritual, moral, social and cultural development

- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- Pupils are encouraged to respect other pupils' levels of ability.
- WPT team will focus on personal best throughout delivery, to ensure all pupils achieve.

EXTRA-CURRICULAR ACTIVITIES

WPT PE provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills.

Extra-curricular opportunities are provided to pupils with the aim of allowing them to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games.

There are a variety of PE-related extra-curricular activities for pupils to participate in outside of school hours including the following:

- Athletics
- Football
- Netball
- Cheerleading

WPT PE Team coaches will lead activities and clubs, where appropriate.

WPT PE Team organises participation in regular sporting events against other schools (participation in the School Games and the wider competition calendar).

Participation and success of extra-curricular events, such as sporting competitions, will be celebrated during assemblies.

PE KIT AND CHANGING ROOMS

During PE lessons, pupils are expected to wear the following:

- School PE kit or appropriate clothing to ensure safety is not compromised during the lesson.

During cold weather, pupils will be allowed to wear their school jumpers, or coats, as appropriate.

During swimming lessons, pupils are expected to wear the following:

- One-piece bathing suit
- Swimming cap for all pupils
- Goggles (optional)

WPT PE team will lead by example by wearing appropriate clothing when teaching PE. All potentially dangerous jewellery, such as earrings, should be removed before PE lessons. Children who are wearing jewellery will not be allowed to participate in lessons. In relation to swimming lessons, if a child's jewellery cannot be removed, they will not be able to participate in the lesson. All long hair is tied back for PE lessons. Activities such as gymnastics and dance will be undertaken in bare feet. Hair covering worn as part of religious beliefs also needs to meet the standards and if not, will be discussed with parents / guardians.

BEHAVIOUR

Pupils will act in accordance with the school's Pupil Code of Conduct. Pupils will be made aware of the expected behaviour for handling PE equipment and resources. Pupils will be made aware of how misbehaving during PE lessons and using equipment in the incorrect manner can be dangerous. During PE lessons, pupils are expected to act in the same manner as any other lesson, showing respect to staff members and other pupils. Any pupils behaving in an inappropriate manner will be subject to the disciplinary measures outlined in the Behavioural Policy and school will be informed. In the event of misbehaviour causing harm or serious disruption, the school will be asked to remove or support the pupil for the remainder of the lesson.

HEALTH & SAFETY

Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times. First aid kits will always be accessible during PE lessons.

All staff members involved in the teaching of PE will undergo basic health and safety training as part of their induction. The Sports Coach is responsible for reporting any concerns to the school (safeguarding, injuries, etc.) In order to minimise risk during PE lessons, teachers will carry out informal risk assessments of every lesson planned. Where pupils will be attending an off-site sporting or PE-related event, the school is responsible for completing a risk assessment for the event.

Swimming lessons will always be taught by a specialist swimming teacher with a qualified first aider also present.

Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the school as soon as possible. Damage to PE equipment will be reported to the school as soon as possible and, where the damage could cause injury, the equipment is immediately taken out of use. All PE equipment and resources will be safely stored, within a secure storage area, within the school. Pupils will be taught how to handle PE equipment and resources safely. Pupils will help staff members to move and set up PE equipment. In relation to swimming lessons or a lesson where bare feet are required, if a pupil has a verruca or wart, they must notify the staff member leading the lesson of this prior to the start of the lesson.

REPORTING ACCIDENTS

Accidents will be reported in accordance with the Accident Reporting Procedure Policy. Staff members are responsible for identifying the cause of the accident and taking any necessary action in order to minimise the risk of an accident reoccurring.

EQUAL OPPORTUNITIES

Teaching staff will work closely with the Sports Development Manager to ensure that planned activities for lessons are accessible to all pupils, including pupils with special educational needs and disabilities (SEND).

All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language. Teaching staff will liaise with the special educational needs coordinator, where necessary, in order to meet the needs of pupils. Pupils will not be grouped together based on gender, race or disability.

MONITORING & REVIEW

This policy will be reviewed on an annual basis by with any changes made to the policy being communicated to all teaching staff and the governing board.

The curriculum plan will be monitored and evaluated by the Sports Development Manager, including the planning, assessment and reporting arrangements in place.

	SPORT	SKILL	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS & KNOWLEDGE	FOOTBALL	Dribbling Passing Tackling Shooting Ball Control Teamwork	Ball familiarisation - moving with a ball Ball familiarisation -throwing and rolling Ball familiarisation - swapping equipment Ball familiarisation -kicking Ball familiarisation -Keeping control Ball familiarisation - relay games		Keeping control with just feet Throwing and rolling with a partner Taking a ball from your partner Shooting towards a target Control with just feet Relay Games - feet only	Introduction to dribbling Passing using feet Tackling safely Shooting towards a goal Introduction to ball control 1 v 1	Dribbling at different paces Passing different distances Tackling in small game situations Shooting from different angles Control with both feet 2 v 2	Dribbling and turning Passing different heights Clearing the ball from danger Shoot from different distances / angles Control from the air 4 v 4	Dribbling then passing Passing under pressure Shielding the ball Shooting under pressure Control from the air - different body parts 7 v 7
	HOCKEY	Dribbling Passing Tackling Matchplay Teamwork Ball Control	KS2 ONLY			Moving with the ball - straight line (open stick) Push Pass Basic stick tackle (open stick) Basic rules and how to hold your stick Relay Games Introduction to reverse stick	Moving with the ball - diagonally (open stick) Passing and moving in pairs Moving and tackling (open stick) Marking another player 1 v 1 Reverse stick to stop and change direction	Reverse stick dribbling Passing and receiving on the move Moving, passing and tackling (open stick) Outnumber in attack 2 v 1 / 3 v 2 4 v 4 Close control (open and reverse stick)	Dribbling under pressure (open and reverse) Hitting Defending (when to tackle / close down) Team formation and short corners 7 v 7 Close control under pressure (open and reverse stick)
	TAG RUGBY	Passing Tackling Attack Match play	Swapping different objects Moving into space Team relays N/A	Introduction to a rugby ball Tag scarecrow	Simple passing - how to hold the ball Bulldog Moving with the ball relays	Passing backwards Rats and rabbits Scoring a try (relays) 1 v 1	Passing - moving forwards / passing backwards Stuck in the mud Knock on 2 v 2	Passing and moving to score a try Offside Restarting play 3 v 3	Passing and moving - avoid being tagged Tackling during a game Lining up to start / restart play 7 v 7
	NETBALL	Passing Shooting Defending Attacking Rules	Ball familiarisation -throwing and rolling Ball familiarisation -throwing and rolling Ball familiarisation -relay games Ball familiarisation -relay games N/A		Chest pass Throwing to a target Role of a defender Role of an attacker Not moving with the ball	Shoulder and bounce pass Introduction to shooting Introduction to marking Introduction to attack v defence Standing still with the ball	Passing into space Correct technique Marking the player with the ball - contact / obstruction Getting free from marker Basic footwork rule	Passing recap Shooting at a net Marking a player without the ball Dodging Actual footwork rule	Centre pass tactics Timed Shooting Marking with and without the ball Decision making Footwork - landing, turning in the air, pivoting
	GYMNASTICS	Movement Balancing Jumping Rolling Apparatus	Like a creature Musical statues 1 foot to 1 foot 2 feet to 2 feet Log / egg roll Benches	Stepping - straight / bent leg Large body part balances Jump with shapes Teddy Bear roll Hoops (hand)	Spin in travel Small body part balances 1/2 and full turns Side roll Small apparatus	Pairs sequences Headstands - correct and safe technique Leaping - difference between a jump, hop and leap Progression towards cartwheels - sideways bunny jump Low level pairs sequences	Sequences - key steps 2 Pairs balancing - matched / mirrored with POC Bunny jumps (progression towards handstand) Forward rolls Introduction to vaulting	Whole class sequence Pairs counter (push) counter tension (pull) balances Squat / straddle Backwards rolls Hand apparatus	Sequences - key steps 3 Pairs balancing - Linking balances together Round off dismount Progression towards walkovers / round-offs Vaulting - squat through straddle over
	DANCE	Movement Choreography	Starting and stopping Standing still (freeze) Starting / stopping to music	Standing and moving into space Freeze in a big / small shape Creating shapes to music	Moving slow and fast Freeze on different parts of body Working as a duet	Moving and changing levels Personal space (spacial awareness) Moving different parts of the body with music	Using pathways when dancing Starting and stopping with control and strength Partner work - creating pathways	Mirroring in pairs Creativity - move in your own way Short dance sequence - mirroring	Leading and following partners Starting and stopping with control, strength and coordination Motif - same actions at the same time
	CHEERLEADING	Motions Stunts Jumps Choreography	Basic shapes Ending position only (no stunts at EYFS / KS1) 1 foot to 1 foot 2 feet to 2 feet Simon Says	Pin, tuck, star Jump with shapes Mexican Wave (introduction to cannon)	Arm motions - Big & Little E's Basic Jumps (resource card) Moving together (introduction to unison)	Arm motions 1 - 8 (resource card) Stunting positions Introduction to jump prep (7 steps) Cannon - creating different movements	Arm Motions 1 - 12 (resource card) High stand Jump prep 1 - 7 (resource card) Cheer, cannon, jumps, stunts	Adding arm motions to a routine Levels Advanced jumps (resource card) Formation and transitions	Arm motion sequencing Advanced thigh stand and ending position Jumping in cannon / unison as part of a routine Group performance
	CRICKET	Bowling Batting Fielding Game play	Under arm throwing (bean bags) N/A Ball familiarisation - in hands N/A	Over arm throwing (bean bags) N/A Catching (birds nest)	Under and over arm target throw N/A Throwing and catching	Under arm bowling (grip) Batting (how to hold and how to stand) Chase and pick up Keep running cricket	Under arm bowling (to target) Batting (straight drive) Catching and collecting the ball Continuous cricket	Overarm bowling (drawing the 6) Batting (forward / backward defence) Long distance flat catching / overarm throwing Pairs cricket	Overarm bowling (running up to bowl) Batting (the pull shot) High catch / long barrier Diamond cricket
	ROUNDERS	Batting Fielding Game play	N/A Ball familiarisation - in hands N/A	Catching (birds nest)	Soft play rounders bat Basic throwing and catching (pairs) Basic hit and run	How to hold a bat / stand Throwing and catching (different distances) Fielding 1st base 4 ball rounders	Running Bowling - underarm technique Fielding - beat the ball Batter, bowler, fielder - groups of 6	Running / stopping at bases Underarm and overarm recap (distances) Long barrier Non-stop rounders	Batting & fielding tactics Fielding - fumble game Fielding - positions in the field Full format rounders
	ATHLETICS	Running Jumping Throwing Relays	Moving at different speeds Bunny Hops 1 foot to 1 foot 2 feet to 2 feet Under arm throwing (bean bags) Running 1 at a time	Slow, medium, fast Jumping and landing on 2 feet Hopping and skipping Over arm throwing (bean bags) Relay races	Running in straight lines Jump from standing still Stepping then jumping Transition to tennis balls Introduction to holding a baton	Sprints - 40m (introduction to starting position) Long Jump (bent knees / arms swinging) Triple Jump (hop and skip) Ball Throw (overarm technique) 40m (holding a baton)	Sprints - 60m (importance of lanes) Long Jump - (landing safely) Triple Jump (hop, skip and jump) Ball Throw (safety and throwing straight) 60m (effective changeover)	Sprints - 60m (photo finish) Long Jump (for distance) Triple Jump (Y4 recap) Ball Throw (shot put technique) 60m (recap Y4)	Sprints - 80m (personal best) Long Jump (competition) Triple Jump (competition) Shot Put (2.72kg competition) 60M - (how you could get DQ'd)
TENNIS	Forehand Backhand Volley Serve Matchplay	Bounce, catch Changing direction Throwing and catching Super aimer Surfer Dudes	Forehand - roll to roll Backhand - roll to roll Catching in cones Throw to target Basketball	Forehand -introduction to throw to throw Backhand - introduction to throw to throw Introduction to the racket Serve - throw to racket Golden Shot	Forehand - throw to throw Backhand - throw to throw Volley - throw and volley Serve to target Scoring	Forehand - rolling rallies Backhand - rolling rallies Volley - Living wall Serve to catch Matchplay scoring	Forehand - throw, bounce, hit, catch Backhand - throw, bounce, hit, catch Volley - keepy ups Serve - court markings Role of the umpire	Forehand - rallies Backhand - backhand Volley - moving towards the net Serve then valley Mini Tennis	



MFL

INTENT

Wickersley Partnership Trust MFL curriculum is designed to progressively develop children's knowledge and skills in languages, through regular taught lessons. Children increasingly acquire, use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences. All our children in KS2 will have regular language lessons. As well as our enriched and progressive curriculum, we offer pupils the opportunity to participate in extra activities.

MFL lessons are taught with the following aims in mind:

- To develop an interest in learning other languages
- To introduce young children to another language in a way that is enjoyable and stimulating
- To encourage children's confidence and creative skills
- To stimulate and encourage children's curiosity about language
- To encourage children to be aware that language has a structure and that the structure differs from one language to another
- To help children develop their awareness of cultural differences in other countries
- To develop listening, speaking, reading and writing skills
- To lay the foundations for future language learning

FRAMEWORK

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

HOW WE INTEND TO REMOVE BARRIERS

In MFL, we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition. Misconceptions do not go unchallenged and the supportive environment within each lesson ensures that students develop their own literacy and vocabulary.

LITERACY

Students are given many opportunities to read widely and often with students directed to texts

POLICY

related to the language being studied. Pupils take part in learning opportunities with a range of contexts for reading and writing. These will develop from being supported to independent. MFL contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work.

NUMERACY

Throughout each year of the curriculum data handling skills are sequenced to become more complex over time. This ensures students build on the fundamental aspects of each one and develop their confidence and understanding.

ORACY

In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff challenge use of language and will direct pupils towards the correct vocabulary and pronunciation when appropriate.

VOCABULARY

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key MFL vocabulary is highlighted to the pupils and pupils are guided to use this in their work. Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key MFL vocabulary is displayed in all classrooms.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

MFL feeds into the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each lesson. Engaging activities help students to recall the key concepts of prior learning. Our children are presented with a variety of experiences and learning opportunities. The skills for learning process within the MFL curriculum both reinforces the key content and helps our students to know, remember and be able to do more in their learning.

HOW WE FOSTER PERSONAL ATTRIBUTES

In MFL our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way. MFL exposes students to different cultures, languages and experiences that broaden their horizons and demand they think of themselves as members of a local, national and global society. We aspire for all our students to become enthusiastic about learning languages and can demonstrate empathy, tolerance, understanding, aspiration and respect so they are prepared to be active citizens in the local community and beyond.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

MFL is a curriculum that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first-hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. MFL is planned as a discrete subject.



NC STRANDS		YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS PROGRESSION	LISTENING	<p>Listening - Skills and Knowledge Listen and respond to familiar spoken words and phrases.</p> <p>Listening - Example contexts and language Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories. Recognise numbers 1-20 and begin to understand numbers from 20 – 31. Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action.</p> <p>Listening - Arriving in Year 4 able to Enjoy listening to songs, poems and stories. Listen carefully and identify familiar words in songs, poems and simple stories. Recognise, with confidence, numbers to 20 and know own birthday date e.g. 22 April. Follow simple classroom instructions.</p>	<p>Listening - Skills and Knowledge Listen for specific phonemes, words and phrases</p> <p>Listening - Example contexts and language Pick out phonemes, words and phrases in songs, stories and rhymes. Understand higher numbers including multiples of 10 e.g. in prices, dates, numeracy activities, telling the time. Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. How old is Nicole? Respond to a wider range of classroom instructions e.g. Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound ...</p> <p>Listening - Arriving in Year 5 able to Continue to enjoy listening to songs, rhymes and stories. Identify specific phonemes, words and phrases. Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations. Listen to a short text using familiar vocabulary and answer simple questions in English. Respond to a wide range of classroom instructions.</p>	<p>Listening - Skills and Knowledge Listen attentively and understand more complex phrases and sentences</p> <p>Listening - Example contexts and language Identify key points in a new context e.g. a story, which contains familiar language. Understand higher numbers e.g. in prices, numeracy activities. Follow instructions and directions e.g. a recipe or simple directions. Recognise letters of the alphabet when they hear them</p> <p>Listening - Arriving in Year 6 able to Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points. Identify specific sounds in familiar and unfamiliar words. Identify numbers confidently to 50 and beginning to become familiar with numbers to 100. Enjoy the challenge of meeting unfamiliar language</p>	<p>Listening - Skills and KnowledgeE Understand the main points and simple opinions in spoken sources e.g. story, song or passage Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions</p> <p>Listening - Example contexts and language Listen to longer texts NB In Y6, children should be listening to texts read by people other than their teacher.</p> <p>Listening - Arriving in KS3 able to Understand that some sounds and letter combinations need to be said and written differently from in English. Listen to spoken foreign language for details and gist. Identify key points and some detail. Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language. Follow a wide range of classroom instructions. Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7 .</p>
	SPEAKING	<p>Speaking - Skills and Knowledge Communicate with others using simple words, phrases and short sentences. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p>Speaking - Example contexts and language Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. Ask and answer simple questions about self e.g. name and age, birthday. Express simple likes and dislikes e.g. food and drink.</p> <p>Speaking -Arriving in Year 4 able to Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements. Pronounce very familiar language with good pronunciation and intonation. Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly. Express likes and begin to express dislikes.</p>	<p>Speaking - Skills and Knowledge Communicate by asking and answering a wider range of questions and presenting short pieces of information. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p>Speaking - Example contexts and language Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing. Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please. I don't understand. Express preference about what they like e.g. food, animals, colours</p> <p>Speaking -Arriving in Year 5 able to Join in speaking activities willingly and confidently. Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. I have brown eyes, Begin to use simple conjunctions e.g. I have brown eyes and black hair. Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like Can also use a wider range of verbs to express opinion such as love, hate, adore, detest. Ask and answer questions in 1st, 2nd, 3rd person singular.</p>	<p>Speaking - Skills and Knowledge Take part in short conversations using familiar structures and vocabulary Use simple conjunctions to build more complex sentences and present information to others. Understand and express more complex opinions. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p>Speaking - Example contexts and language Seek help and clarification e.g. I don't understand, can you repeat that, how is that written? Give simple instructions and directions e.g. a recipe, directions to a place, the route to school. Begin to understand and express future intentions e.g. I am going swimming on Wednesday Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk</p> <p>Speaking - Arriving in Year 6 able to Use spontaneously, a limited range of phrases and sentences to seek clarification and help. Pronounce and use the alphabet with increasing accuracy. Use simple conjunctions so that they can create more complex sentences. Have the vocabulary to give the opinions they want to express. Begin to understand and use future tense in spoken language. Perform a role-play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation. Give constructive feedback to classmates. Recite a few lines from a story, poem or song with good pronunciation. Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves, families, and hobbies.</p>	<p>Speaking - Skills and Knowledge Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience Understand and begin to use the past tense to describe events Present to an audience e.g. role-play, presentation, performance.</p> <p>Speaking- Example contexts and language Understand and use numbers in context e.g. saying the year, 24hour clock, quantities. Understand and use transactional language e.g. in a café. Give a description e.g. of a town, geographical features in a country. Seek clarification of meaning How is that written in French? I don't understand. Can you repeat that? Can you speak more loudly/slowly? Talk about the past in simple terms e.g. I ate / drank ... / drunk, the weather Express and justify opinions e.g. I like netball because it's fun.</p> <p>Speaking - Arriving in KS3 able to Take part in a simple conversation, ask and answer questions and express opinions. Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy. Use spoken language confidently to initiate and sustain a simple conversation. Present simple information on a familiar topic to the class. Use peer - and self-assessment strategies to support language learning. Recite a short piece of narrative from memory with increasing confidence, accuracy and expression. Use a range of questions and statements spontaneously to seek clarification and help. Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense.</p>
	READING	<p>Reading - Skills and knowledge Recognise and understand some familiar written words and phrases Show awareness of sound-spelling links.</p> <p>Reading - Example contexts and language Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play. Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.</p> <p>Reading - Arriving in Year 4 able to Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English. Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board. Read aloud and understand a simple conversation with a partner that uses familiar language. Begin to write a few familiar words from memory and know that all attempts will be valued.</p>	<p>Reading - Skills and knowledge Read and understand familiar written words, phrases and short texts made of simple sentences Read a wider range of words, phrases and sentences aloud Follow text while listening and reading at the same time.</p> <p>Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</p> <p>Reading - Example contexts and language Understand key points in simple texts using familiar language e.g. How many animals are in the story? What colour is the dog? What is the weather like in Paris?</p> <p>Follow a text such as a song or poem whilst listening to it at the same time. Link phrases to make a sentence e.g. When it rains, you need an umbrella. Use strategies to work out meaning of new words.</p> <p>Reading - Arriving in Year 5 able to Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English. Follow</p>	<p>Reading - Skills and knowledge Read a variety of short simple texts in different formats and in different contexts. Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</p> <p>Reading - Example contexts and language Practise reading aloud a poem to perform in assembly. Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary</p> <p>Reading - Arriving in Year 6 able to Work well with a partner to work out a short text containing familiar and unfamiliar language. Enjoy the challenge of working out the meaning of unfamiliar language. Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation. Apply phonic knowledge when meeting new words.</p>	<p>Reading - Skills and knowledge Read aloud from a text with good expression Read and understand the main points and some detail from a short written passage.</p> <p>Reading - Example contexts and language Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town</p> <p>Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article.</p> <p>Reading - Arriving in KS3 able to Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do. Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.</p>

	NC STRANDS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS PROGRESSION	READING		a text displayed in the classroom at the same as listening to it. Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words. Begin to use a bilingual dictionary to check the meaning of new words.		Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English. Understand key points in short written texts in unfamiliar contexts. Find the meaning of new words by using a bilingual dictionary.
	WRITING	<p>Writing – Skills and knowledge Write some familiar simple words using a model and some from memory.</p> <p>Writing – Examples of contexts and language Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label an animal they have drawn or made from playdough – e.g. a black cat. Complete a simple gapped text such as a party invitation or passport.</p> <p>Writing – Arriving in Year 4 able to Complete a simple gapped text by adding three or four familiar words. Write two or three sentences on a familiar topic using a writing frame and word bank.</p>	<p>Writing – Skills and knowledge Write a short text using a model Write a few simple sentences from memory. Apply phonic knowledge to support writing.</p> <p>Writing – Examples of contexts and language Write a few simple sentences using a word bank to describe for example a sports star e.g. ... lives in London. She is 22 years old. She likes dancing. Experiment with writing new words.</p> <p>Writing – Arriving in Year 5 able to Write a few sentences using words banks and writing frames for support. Begin to use pronouns. Write two to three simple sentences from memory and know how to apply strategies to help them with memorisation. Show willingness to have a go at writing new words using phonic knowledge.</p>	<p>Writing – Skills and knowledge Write simple sentences and short texts using a model. Use a dictionary to check the spelling of words.</p> <p>Writing – Examples of contexts and language Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet. Use simple conjunctions such as and, but, because to form more complex sentences. Change elements in a given text e.g. ingredients, colour and size of a planet.</p> <p>Writing – Arriving in Year 6 able to Write three or four sentences using word/phrase bank. Write more interesting sentences by adding one or two simple conjunctions. Personalise a text by changing one or two elements Use a bilingual dictionary and word banks to check spelling. Attempt to write two or three sentences from memory using familiar language.</p>	<p>Writing – Skills and knowledge Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.</p> <p>Writing – Examples of contexts and language Use adjectives to add interest and detail to a description. Use some simple adverbs to make sentences more interesting. Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email. Have some understanding of how to use the past tense.</p> <p>Writing – Arriving in KS3 able to Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense. Use peer and self-assessment strategies to support language learning.</p>
	GRAMMAR	<p>Grammar – Skills and knowledge Understand some basic grammar appropriate to the language being studied: gender – masculine, feminine nouns (singular), word order of adjectives, how to form the negative.</p> <p>Grammar – Examples of contexts and language Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy. Use picture cards to build phrases to show the position of a few adjectives of colour e.g. a red dog, a yellow cat. Begin to understand how the negative is formed in the new language e.g. make a human sentence for I don't like chocolate</p> <p>Grammar – Arriving in Year 4 able to Notice (where relevant) that the definite/indefinite article changes according to gender of noun. Notice differences in word order. Begin to understand how to form the negative.</p>	<p>Grammar – Skills and knowledge Understand some basic grammar appropriate to the language being studied: gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns, verbs - 1 st, 2nd 3 rd persons in questions and answers, how to form the negative.</p> <p>Grammar – Examples of contexts and language Match correctly definite/indefinite article to singular and plural familiar nouns. Place familiar adjectives e.g. size and colour in correct order. Select the correct colour adjective to describe masculine and feminine nouns Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions Do you like cheese? Yes I like</p> <p>Grammar – Arriving in Year 5 able to Understand that the definite article/indefinite article changes according to the gender of the noun and whether it is singular or plural. Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe. Form the negative to give answers to simple questions about likes/dislikes e.g. I don't like with increasing accuracy. Ask and answer questions in 1st , 2nd, 3rd person singular.</p>	<p>Grammar – Skills and knowledge Understand some basic grammar appropriate to the language being studied: gender – masculine, feminine, neuter.</p> <p>Grammar – Examples of contexts and language Begin to know how to form the future tense e.g. I am going swimming on Wednesday; tomorrow it is going to rain. Begin to see how possessive articles e.g. my, his, her change according to gender e.g. Jane is.</p> <p>Grammar – Arriving in Year 6 able to Explain confidently the word order for familiar adjectives. Adapt endings to familiar adjectives with increasing accuracy. Start to apply correct endings to a few possessive articles. Create simple sentences about the future. Have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense.</p>	<p>Grammar – Skills and knowledge Understand some basic grammar appropriate to the language being studied: verbs –begin to use the past tense, reinforce understanding of future tense, adverbs.</p> <p>Grammar – Examples of contexts and language Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat. Identify tenses from a selection of sentences written in the present, past and future tense.</p> <p>Grammar – Arriving in KS3 able to Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary. Show some understanding of past and future tense in spoken and written work. Use high frequency adjectives with reasonable accuracy ie word order and endings. Apply understanding of conjugation to two or three familiar verbs in the present tense.</p>
	INTERCULTURAL UNDERSTANDING	Learn about the different languages spoken by children in the school. Locate country/countries where the language is spoken. Listen to traditional stories.	Learn about festivals and celebrations in different cultures. Know about some aspects of everyday life and compare them to their own. Compare traditional stories.	Look at further aspects of their everyday lives from the perspective of someone from another country. Recognise similarities and differences between places. Compare symbols, objects or products which represent their own culture with those of another country.	Compare attitudes towards aspects of everyday life. Recognise and understand some of the differences between people. Present information about an aspect of culture.

