

Bushmead Primary School Curriculum

Contents

- 1. Curriculum Intent Statement**
- 2. Curriculum Outcomes**
- 3. English Framework**
- 4. Mathematics Framework**
- 5. Curriculum by Subject**
- 6. Yearly Subject Overview**
- 7. Subject Progression**

Curriculum Intent Statement

At Bushmead Primary School the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, to extend and enrich their knowledge, skills and understanding. This allows the children to develop interpersonal skills, independence, build resilience and become creative, critical thinkers. Every child is recognised as an individual learner. We celebrate and welcome differences and diversity within our school and the wider community.

The ability to learn is underpinned by the teaching of skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

We want Bushmead pupils to have the confidence and skills to make decisions, self-evaluate, make connections and have a passion for learning that will stay with them into adulthood.

Children leave our school with a sense of belonging to our community and the responsibility of being a global citizen.

Curriculum Implementation

Bushmead Primary School uses a variety of resources including the Early Years Outcomes, National Curriculum statutory guidance, Values-Based Learning, PSHE, RSHE, RE and Outdoor Learning to support the teaching of the curriculum.

Learning

Bushmead Primary School recognises that the curriculum and lessons should be consciously and deliberately planned. There should be a clear outcome for each session, unit and topic. The use of clear focused learning intentions and success criteria act as an effective tool in gaining intended learning outcomes. Staff have had training in the use of effective questioning techniques to develop higher-order thinking and questioning skills.

Growth Mindset

The learning culture is promoted through a growth mindset approach. We encourage children to learn from their mistakes, to challenge themselves and learn from each other. The concept that we can all improve and get better at what we work hard out is central to our learning philosophy and is reflected in the way we speak to and give feedback to children.

Inclusion

All children should be included in all lessons. Consideration should be given to individual needs and the pitch and challenge should be adapted accordingly.

Values-Based Learning

We use Values-Based Learning which is a rolling programme of focus values which are introduced in assemblies, discussed in class and promoted through activities and actions. Subject leaders and teachers ensure that there is appropriate curriculum coverage of our Values and British Values. The aim is for children to learn to take personal responsibility for their own thoughts and actions.

Subject Leadership Teams

Our subject teams oversee, develop, monitor and evaluate the effectiveness of their subject within the school across all year groups and phases. Staff are committed to delivering high-quality learning experiences throughout the curriculum. Support staff have developed their strengths in order to further enhance the quality of learning.

Questions we should all be able to answer:

1. What drives our curriculum? Is there a whole school shared vision?
2. How do you know what your team is teaching?
3. What do you look for in your subject? What other learning do you look for?
4. How do you ensure children remember what they have been taught?
5. What does making progress mean in your subject areas? And how will you evidence this?
6. How do you assess children's progress in your subject?
7. How do you make sure that the content isn't always new?
8. What is the impact of the subject? *Consider knowledge, skills, opportunities and progress.* What do you value? How do you measure the impact?
9. How does your subject contribute to the development of the child? How do you know?
10. Where are your links with other subjects?

Curriculum Outcomes

By the end of Year 6 children will be able to demonstrate knowledge, skills and understanding:

- **Through the arts & design technology** children will have developed the confidence to be ‘an artist’. The children would have experienced a vibrant, creative place to expand and explore their particular interests and skills. They will have an appreciation for the arts around them and develop their preferences. Children should have an increased critical awareness of the roles and purpose of art and design technology in our world today.
- **Through computing & ICT** children will be computer scientists. The children will be digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – safely, responsibly and confidently. Children should leave our school prepared for the ever-changing digital world.
- **Through English & languages** children will have the strategies to read, understand and, above all, enjoy a variety of texts. To communicate clearly with a purpose and to different audiences. To be able to present ideas both verbally and written to different audiences with confidence, listen attentively and respond appropriately. Children should find that learning any language can be both fun and useful. Children should feel confident to speak in French and have a short conversation, including asking and answering questions and expressing an opinion.
- **Through humanities**, children will have a chronological understanding of periods and events studied throughout their school lives, being able to place these accurately on a timeline. They will know how the past has influenced the present and be able to use a range of sources to answer historical and geographical questions. Pupils will gain knowledge about diverse places, people, and resources whilst learning more about natural and human environments. Pupils will develop a deeper understanding of the Earth’s key physical and human processes.
- **Through mathematics** children become fluent in the basics of mathematics through varied and frequent practice with increasingly complex problems. Over time developing conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Reason mathematically by following a line of enquiry and developing an argument, justification or proof; explaining their methods and reasoning using correct mathematical vocabulary. Solve problems by applying their mathematics to a variety of problems with increasing difficulty, including breaking down problems into a series of simpler steps and persevering in seeking solutions. Calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies. Present work legibly and logically in order to judge whether their answers are reasonable and have strategies for checking them where necessary.

- **Through music** children will have embraced their creativity and acquired a love of music through experiencing a rich repertoire of musical styles across multiple genres. They should have learnt the skills needed to enable them to play and explore a range of musical instruments. They will also discover the intrinsic link between music and well-being and be able to express themselves through performance and composition.
- **Through physical education** children will have the ability to apply a range of skills across a broad spectrum of sporting activities. Equally, they should have gained the confidence and enthusiasm to seek out, and participate in, physical activity and/or competition that they enjoy for fun, whilst understanding that exercise is fundamental to their well-being and for leading a healthy lifestyle in the future.
- **Through PSHE & RSHE** children will learn to be good citizens who are able to co-operate, respect and accept differences in the world around them. They will have the skills to cope with a variety of situations, regulate their own well-being and understand the well-being of others. They will understand what makes positive relationships.
- **Through RE** children will have a greater understanding of the world around them through the faiths, religion and culture. The values of respect and tolerance will be taught.
- **Through science** children will have a deep understanding of a wide range of scientific ideas. They will use their understanding to help them to ask and answer scientific questions. They will be able to choose the best way to answer their questions, using different types of scientific enquiry to investigate. They will be able to draw conclusions from data and observations, use evidence to justify their ideas and use their scientific knowledge and understanding to explain their findings.

English Framework
The Reading Progression Framework

Word Reading

Yr. 1	Yr. 2	Yr. 3 , Yr. 4, Yr. 5 & Yr. 6
Apply phonic knowledge and skills as the route to decode words	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	
Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	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 sounds in unfamiliar words containing GPCs that have been taught		
Read common exception words, noting unusual correspondences between spelling and sound and where they occur in the word	Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word	Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in the word
Read words containing taught CPCs and -s, -es, -ing, -ed, -er and -est ending		
Read other words of more than one syllable that taught GPCs	Read accurately words of two or more syllables that contain the taught GPCs	
Read words with contractions, eg i'm, i'll, we'll and understand that the apostrophe represents the admitted letter(s)		
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	
Read aloud accurately books that are consistent	Read aloud books closely matched to their improving	

with their developing phonic knowledge and that do not require them to use other strategies to work out words	phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	
Re-read these books to build up their fluency and confidence in word reading	Re-read these books to build up their fluency and confidence in word reading	
	Read words containing common suffixes	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.

Comprehension

Yr. 1
Develop pleasure in reading, motivation to read and understanding by...
<ul style="list-style-type: none"> ❖ Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that what they can read independently ❖ Being encouraged to link what they read or hear to their own experiences ❖ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics ❖ Recognise and joining in with predictable phrases ❖ Discussing word meaning, linking new meanings to those already know
Understanding what they have read...
<p>Drawing on what they already know or on background information and vocab provide by the teacher</p> <p>Checking the text makes sense to them as they read and correct inaccurate reading</p> <p>Discuss the significance of the title and events</p>
Key Reading Skills (understanding what they have read...)
<p>Making Inferences</p> <ul style="list-style-type: none"> ✓ On what is being said and done <p>Predicting</p> <ul style="list-style-type: none"> ✓ What might happen on the basis of what has been read so far
<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>
Yr. 2
Develop pleasure in reading, motivation to read and understanding by...
<ul style="list-style-type: none"> ❖ Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that what they can read independently ❖ Discussing the sequences of events in books and how items of information are related ❖ Becoming increasingly familiar with and retelling wider stories, fairy stories and traditional tales. ❖ Recognise simple recurring literary language in stories ❖ Discussing their favourite words and phrases ❖ Being introduced to non-fiction books that are structured in different ways ❖ Discussing word meaning, linking new meanings to those already know
Understanding what they have read...
<p>Drawing on what they already know or on background information and vocab provide by the teacher</p> <p>Checking the text makes sense to them as they read and correct inaccurate reading</p>
Key Reading Skills (understanding what they have read...)

Making **Inferences**

- ✓ On what is being said and done

Predicting

- ✓ What might happen on the basis of what has been read so far

Asking and answering questions

Participate in discussion about books, poems and other words that are read to them and those that they read for themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other materials, both those that they have listen to and those that they had read for themselves

Yr. 3 & Yr. 4
Develop positive attitude towards reading and understanding of what they read by...
<ul style="list-style-type: none"> ❖ Listen to and discuss a wide range of wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ❖ Read books that are structured in different ways ❖ Read for a range of purposes ❖ Use dictionaries to check the meaning of words they have read ❖ Increase their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally. ❖ Discuss words and phrases that capture the reader's interest and imagination ❖ identify themes and conventions in a wide range of books
Understanding what they have read...
<p>Check that the text makes sense to them</p> <p>Discuss their understanding</p> <p>Explore the meaning of the words in context</p> <p>Ask questions to improve understanding</p>
Key Reading Skills (understanding what they have read...)
<p>Drawing Inferences</p> <ul style="list-style-type: none"> ✓ Characters' feelings ✓ Thoughts and motives from their actions <p>Justifying Inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Provide reasoned justification for their views</p> <p>Discuss and evaluate how authors use language</p> <ul style="list-style-type: none"> ✓ Figurative language ✓ Considering the impact on reader <p>Identify the main ideas drawn from more than one paragraph and summarise these</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Participate in discussion about both books that are read to them and those that they can read for themselves, taking turning and listening to what others say</p>

Yr. 5 & Yr. 6
Maintain a positive attitude towards reading and understanding of what they have read by...
<ul style="list-style-type: none"> ❖ Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ❖ Read books that are structured in different ways ❖ Read for a range of purposes

<ul style="list-style-type: none"> ❖ Increase their familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from literary heritage and books from other cultures and traditions ❖ Recommend books that they have read to their peers, giving reasons for their choice ❖ Identifying and discussing theme and conventions in and across a wide range of writing ❖ Making comparisons within and across books
<u>Understanding what they have read...</u>
<p>Check that the book makes sense to them</p> <p>Discuss their understanding</p> <p>Explore the meaning of the words in context</p> <p>Ask questions to improve understanding</p>
<u>Key Reading Skills (understanding what they have read...)</u>
<p>Drawing Inferences</p> <ul style="list-style-type: none"> ✓ Characters' feelings ✓ Thoughts and motives from their actions <p>Justifying Inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Provide reasoned justification for their views</p> <p>Discuss and evaluate how authors use language</p> <ul style="list-style-type: none"> ✓ Figurative language ✓ Considering the impact on reader <p>Summarise the main idea, drawn from more than one paragraph, identifying key details that support that idea</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Distinguish between statements of fact and opinion</p>
Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

The Writing Framework

Writing Composition

Yr.1				
Plan	Draft & Write	Evaluate & Edit	Proof Read	Perform
Say out Loud	Compose sentences orally before writing Sequence Sentences to form short narrative	Discuss with Peer or Teacher/adult	Reread to check sense	Read aloud so heard by Teacher/adult and Peer

Yr. 2				
Develop positive attitudes towards and stamina for writing by writing: <ul style="list-style-type: none"> • Narratives about personal experiences and those of other (real or fiction) • About real events • Poetry • For different purpose 				
Plan	Draft & Write	Evaluate & Edit	Proof Read	Perform
Plan or say loud what they are going to write about Write ideas and/or keywords including new vocab.	Encapsulate what they want to say, sentence by sentence.	Make additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • Evaluating their writing with the teacher or other pupils • Rereading to check it makes sense 	For spelling errors For punctuation errors For grammar errors	Read aloud their writing with appropriate intonation to make the meaning clear

		<ul style="list-style-type: none"> Rereading to check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 		
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Yr. 3 & 4				
Plan	Draft & Write	Evaluate & Edit	Proof Read	Perform
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Compose and rehearse sentences orally (including dialogue) Build a varied and rich vocabulary Increase range of sentence structures.	Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocab to improve consistency, including the accurate use of pronouns in sentences	For spelling errors For punctuation errors For grammar errors	Read aloud to group or class, making the meaning clear by <ul style="list-style-type: none"> Appropriate intonation Controlling the tone Controlling the volume
Discuss and record ideas	Organise paragraphs around a theme In narratives create setting, characters and plot In non-narrative material, use simple organisational devices such as headings and sub-headings			

Yr. 5 & 6				
PLAN	Draft & Write	Evaluate & Edit	Proof Read	Perform
Identify audience and purpose Select form Use similar writing as model Note/develop initial ideas Draw on reading/research Consider how authors have developed character and plot (in their reading/listening/watching)	Select appropriate grammar and punctuation (understand how such voices can change and enhance meaning) Wide range of devices to build cohesion within and across paragraphs Precise longer paragraphs Describe settings, characters and atmosphere Integrate dialogue to convey character Integrate dialogue to advance the action Use organisational and presentational devices to structure text and guide the reader <ul style="list-style-type: none"> • Headings • Bullets • Underlining 	Assess the effectiveness of their own and others' writing Propose changes to Grammar, vocab and punctuation to enhance effects and clarify meaning Ensure consistency and correct use of tense Ensure subject and verb agreement when using singular and plural Distinguish between the language of speech and writing Choose the appropriate register	For spelling errors For punctuation errors For grammar errors	Perform own compositions with <ul style="list-style-type: none"> • Appropriate intonation • Volume • movement

Punctuation

Consolidate – recap from previous year, shouldn't need teaching for all children – just recapping.

If **HIGHLIGHTED blue** – this a priority – must be taught every term, preferably every half term.

Year 1		
Consolidate	Introduce	Advance
Space between words	Capital Letters <ul style="list-style-type: none"> CL for names CL for personal pronoun I Full Stops Question Marks Exclamation Marks	

Year 2		
Consolidate	Introduce	Advance
Capital Letters <ul style="list-style-type: none"> CL for names CL for personal pronoun I Full Stops	Comma <ul style="list-style-type: none"> separate lists Apostrophes <ul style="list-style-type: none"> Single possession Letters missing in spellings 	Question Marks Exclamation Marks

Year 3		
Consolidate	Introduce	Advance
Comma <ul style="list-style-type: none"> separate lists Question Marks Exclamation Marks	Direct Speech <ul style="list-style-type: none"> Inverted commas 	Apostrophes <ul style="list-style-type: none"> Single possession Letters missing in spellings

Year 4		
Consolidate	Introduce	Advance
Apostrophes <ul style="list-style-type: none"> Single possession 	Apostrophes <ul style="list-style-type: none"> Plural possession 	Direct Speech <ul style="list-style-type: none"> Inverted commas

▪ Letters missing in spellings	Comma ▪ Fronted Adverbials	▪ Other punctuation
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Year 5		
Consolidate	Introduce	Advance
Apostrophes ▪ Plural possession Comma ▪ Fronted Adverbials Direct Speech ▪ Inverted commas ▪ Other punctuation	Parenthesis ▪ Brackets ▪ Commas	Comma ▪ Fronted Adverbials ▪ Clarify meaning/Avoid Ambiguity

Year 6		
Consolidate	Introduce	Advance
Comma ▪ Fronted Adverbials ▪ Clarify meaning/Avoid Ambiguity Parenthesis ▪ Brackets ▪ Commas	Boundary between clauses ▪ Semi-colon ▪ Colon Colon ▪ Start of list Semi-Colon ▪ Within lists Bullet Points Hyphens ▪ To avoid ambiguity	

Grammar: Sentence & Text Structure

Terminology

Consolidate previous year in term 1, introduce and teach current year in all terms

Yr. 1	
Sentence Structure	Text Structure
How word combine to make sentences	Sequencing sentences to form short narratives
Joining words	
Joining sentences <ul style="list-style-type: none"> ▪ and 	

Yr. 1
Terminology
✓ letter, capital letter
✓ word, singular, plural
✓ sentence
✓ punctuation, full stop, question mark, exclamation mark

Yr. 2	
Sentence Structure	Text Structure
Subordination <ul style="list-style-type: none"> ▪ When, if that, because 	Correct & Consistent in writing <ul style="list-style-type: none"> ▪ Past Tense ▪ Present Tense
Co-ordination <ul style="list-style-type: none"> ▪ Or, and, but 	Progressive forms of verbs to mark actions in progress <ul style="list-style-type: none"> ▪ Present tense ▪ Past tense
Expanded noun phrases <ul style="list-style-type: none"> ▪ Description ▪ Specification 	
How the grammatical patterns in a sentence indicate its function <ul style="list-style-type: none"> ▪ Statement ▪ Question ▪ Exclamation ▪ Command 	

Yr. 2
Terminology
✓ Noun, noun phrase
✓ Statement, question, exclamation, command
✓ Compound, suffix
✓ Adjective, adverb, verb
✓ Tense (past, present)
✓ Apostrophe, comma

Yr. 3	
Sentence Structure	Text Structure
Express time, place or course <ul style="list-style-type: none"> ▪ Conjunctions <i>When, so, before, after, while, because</i>	Paragraphs – to group related material
<ul style="list-style-type: none"> ▪ Adverbs 	Heading and Subheading to aid presentations

Yr. 3
Terminology
✓ Preposition, conjunction
✓ Word family, prefix
✓ Clause, subordinate clause
✓ Direct speech

<i>Then, next, soon, therefore</i> ▪ Prepositions <i>Before, after, during, in , because</i>	Present Perfect form of verbs instead of simple past <i>(he has gone out to play contrasted with He went out to play)</i>
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✓	Consonant, consonant letter
✓	Vowel, vowel letter
✓	Inverted commas (or ' speech marks')

Yr. 4	
Sentence Structure	Text Structure
Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials (Later that day, I heard bad news.)	Use paragraphs to organise ideas around a theme Appropriate choice of pronouns and nouns within and across sentences to aid cohesion and avoid repetition

Yr. 4	
Terminology	
✓	Determiner
✓	Pronoun, possessive pronoun
✓	Adverbial

Yr. 5	
Sentence Structure	Text Structure
Relative clauses beginning with who, where, why, whose, that or with an implied, (i.e. omitted) relative pronoun Indicate degrees of possibility using: • Adverbs (perhaps, surely) • Modal verbs (might, should, will, must)	Devices to build cohesion with a paragraph (then, after that, this firstly) Linking ideas across paragraphs using adverbials of • Time (later) • Place (nearby) • Number (secondly) • Tense choice (he had seen her before)

Yr. 5	
Terminology	
✓	Modal verb, relative pronoun
✓	Relative clause
✓	Parenthesis, bracket, dash
✓	Cohesion,
✓	Ambiguity

Yr. 6	
Sentence Structure	Text Structure
Use of the passive voice to affect the presentation of information in a sentence	Linking ideas across paragraphs using a wider range of cohesive devices: • Repetition of words or phrase • Grammatical connectives

Yr. 6	
Terminology	
✓	Subject, object
✓	Active, passive
✓	Synonym, antonym

<p>Different between structures typical of informal speech and structure appropriate for formal speech and writing</p>	<ul style="list-style-type: none"> • Ellipse <p>Layout devices structure texts</p> <ul style="list-style-type: none"> • Headings • Subheadings • Columns • Bullets • Tables 	<p>✓ Ellipsis, hyphen, colon, semi-colon, bullet points</p>
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Spelling

Year Reception	
Consolidate	Introduce
	Use phonic knowledge to write words which match spoken sounds. (ELG)
	Some words are spelt correctly and others are phonetically plausible. (ELG)
	Write some common irregular words. (ELG)

Year 1	
Consolidate	Introduce
Spell words containing 40 +phonemes already taught (ELG)	<p>Name the letters of the alphabet</p> <p>-name in order</p> <p>-Use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell common exception words</p> <p>Spell days of the week</p> <p>Add prefixes and suffixes</p> <p>-s or -es</p> <p>Un-</p> <p>-ing -ed -er and -est (where no change needed at root word)</p> <p>Write from memory simple sentences dictated by the teacher, include common exception words</p>

Year 2	
Consolidate	Introduce
<p>Spell common exception words</p> <p>Write from memory simple sentences dictated by the teacher, include common exception words, punctuation taught</p>	<p>Spell by segmenting words into phonemes. Representing by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known-learn a few words with wach spelling inc. homophones.</p>

	<p>Spell more words with contracted forms: can't, didn't, hasn't, couldn't, it's, I'll</p> <p>Distinguish between homophones and near homophones there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</p> <p>Add suffixes to spell longer words:-ment, -ness, -ful, -less and ly (root word no change)</p> <p>Learn possessive apostrophe (singular) e.g. Megan's, the girl's, the child's, the man's</p>
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Year 3	
Consolidate	Introduce
<p>Add suffixes to spell longer words:-ment, -ness, -ful, -less and ly (root word no change)</p> <p>Write from memory simple sentences dictated by the teacher, that include taught words and punctuation taught so far.</p>	<p>Suffixes-ation, -ly Prefixes; re-,sub-,super-,dis-,mis-,in-</p> <p>Homophones and near-homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet,</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>words with ending -sure and-ture</p>

Year 4	
Consolidate	Introduce
<p>Write from memory simple sentences dictated by the teacher, that include taught words and punctuation taught so far.</p>	<p>Use and understand how to add prefixes; re- means 'again' or 'back'. sub- means 'under'. inter- means 'between' or 'among'. super- means 'above'. anti- means 'against'.</p>

	<p>auto– means ‘self’ or ‘own’</p> <p>Endings which sound alike spelt; -tion,-sion,ssion,cian</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>
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Year 5	
Consolidate	Introduce
Continue to distinguish between homophones and other words which are often confused.	<p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. spell words with silent letters Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell words containing the letter string -ough</p> <p>Use of hyphen to join a prefix to a root word</p> <p>words ending in tial/cial</p> <p>words ending in -able and -ible</p>

Year 6	
Consolidate	Introduce
Use dictionaries to check the spelling and meaning of words. Use a thesaurus. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Revise spelling patterns depending on need. Continue to distinguish between homophones and other words that are often confused.	<p>Spelling words that end in -ant, -ance/ -ancy, -ent, -ence/ -ency</p> <p>word endings cious/tious</p>

Handwriting

Reception	
Consolidate	Introduce
	Patterns/shapes using writing equipment. Use of fingers in air/whiteboards/sand/chalk/iPads etc. to practise Letter names –Starting points for formation.

Year 1	
Consolidate	Introduce
Sit correctly at the table, holding the pencil comfortably and correctly.	Letter patterns
Letter names	Begin to form lower-case letters in the correct direction, starting and finishing in the right place-use lined paper
Use of fingers in air/whiteboards/sand/chalk/iPads etc. to practise	Form Capital Letters
	Form digits 0-9
	Understand which letters belong to which handwriting families and practise these.
Advance	
Start using some of the diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined.	

Year 2	
Consolidate	Introduce
Sit correctly at the table, holding the pencil comfortably and correctly.	Start using some of the diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined.
Understand which letters belong to which handwriting families and practise these.	Write capitals of correct size, orientation and relationship to one another and lower case letters
Letter patterns	Use spacing between words that reflects the size of the letters
	Write digits of the correct size and orientation

Year 3	
Consolidate	Introduce
	Increase the legibility, consistency and quality of handwriting, e.g. ensure down strokes of letters are parallel and equidistant; that lines are spaced sufficiently so that ascenders and descenders of letters touch
Advance	
Use of handwriting pen	

Year 4	
Consolidate	Introduce
Increase the legibility, consistency and quality of handwriting, e.g. ensure down strokes of letters are parallel and equidistant; that lines are spaced sufficiently so that ascenders and descenders of letters touch	Varying handwriting size and style to reflect the audience.
Use of a Handwriting Pen.	

Year 5	
Consolidate	Introduce
Use of a Handwriting Pen.	Use of fountain Pen
Varying handwriting size and style to reflect the audience.	Write legibly, fluently, with increasing speed by;
	-Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.
	-Choosing the best writing implement for the task.

Year 6	
Consolidate	
Write legibly, fluently, with increasing speed by;	
-Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.	
-Choosing the best writing implement for the task.	

Mathematics Framework

At Bushmead Primary School we have a maths for mastery approach and use White Rose as the basis of our scheme of learning.

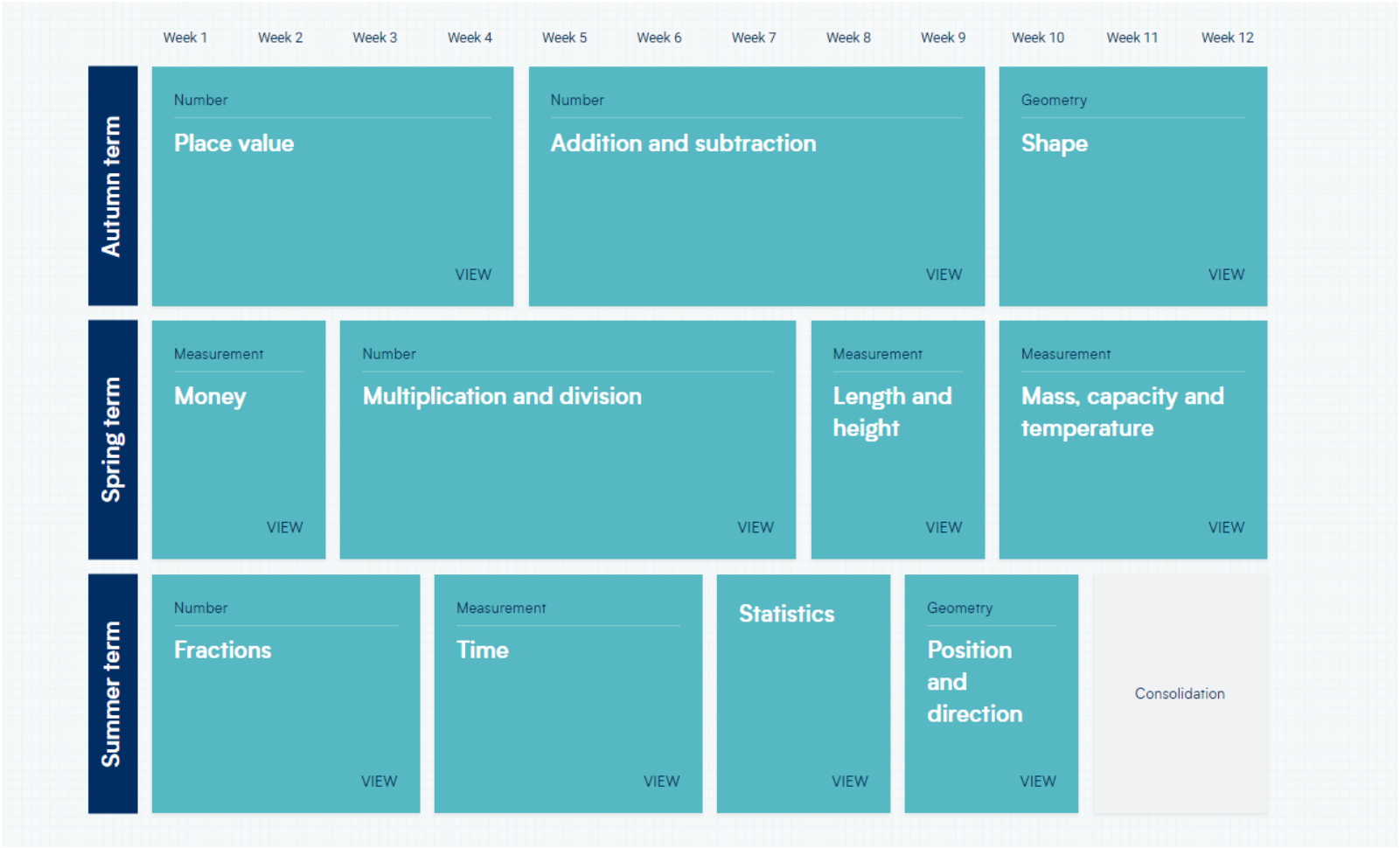
Year R

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare FREE TRIAL VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW		Circles and triangles VIEW		1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW	
Spring term	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW	Explore 3-D shapes VIEW						
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW	Make connections VIEW	Consolidation					

Year 1 -

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value (within 10)</div> <div>VIEW</div>					<div>Number</div> <div>Addition and subtraction (within 10)</div> <div>VIEW</div>				<div>Geometry Shape</div> <div>VIEW</div>	<div>Consolidation</div>	
Spring term	<div>Number</div> <div>Place value (within 20)</div> <div>VIEW</div>		<div>Number</div> <div>Addition and subtraction (within 20)</div> <div>VIEW</div>		<div>Number</div> <div>Place value (within 50)</div> <div>VIEW</div>		<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>		<div>Measurement</div> <div>Mass and volume</div> <div>VIEW</div>			
Summer term	<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>		<div>Number</div> <div>Fractions</div> <div>VIEW</div>		<div>Geometry Position and direction</div> <div>VIEW</div>	<div>Number</div> <div>Place value (within 100)</div> <div>VIEW</div>		<div>Measurement Money</div> <div>VIEW</div>	<div>Measurement</div> <div>Time</div> <div>VIEW</div>		<div>Consolidation</div>	

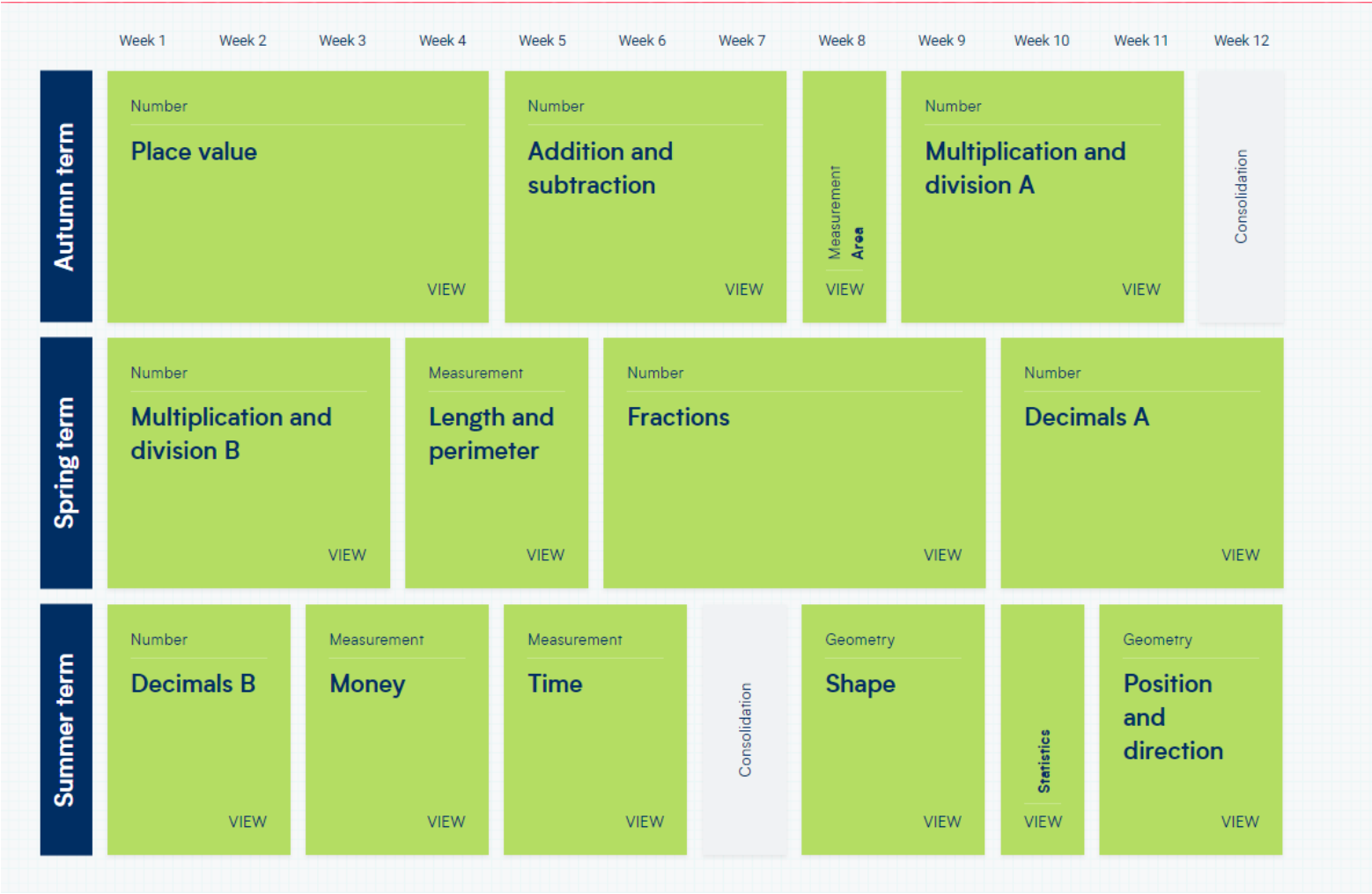
Year 2



Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW			Number Addition and subtraction VIEW				Number Multiplication and division A VIEW				
Spring term	Number Multiplication and division B VIEW			Measurement Length and perimeter VIEW		Number Fractions A VIEW		Measurement Mass and capacity VIEW				
Summer term	Number Fractions B VIEW		Measurement Money VIEW		Measurement Time VIEW		Geometry Shape VIEW		Statistics VIEW		Consolidation	

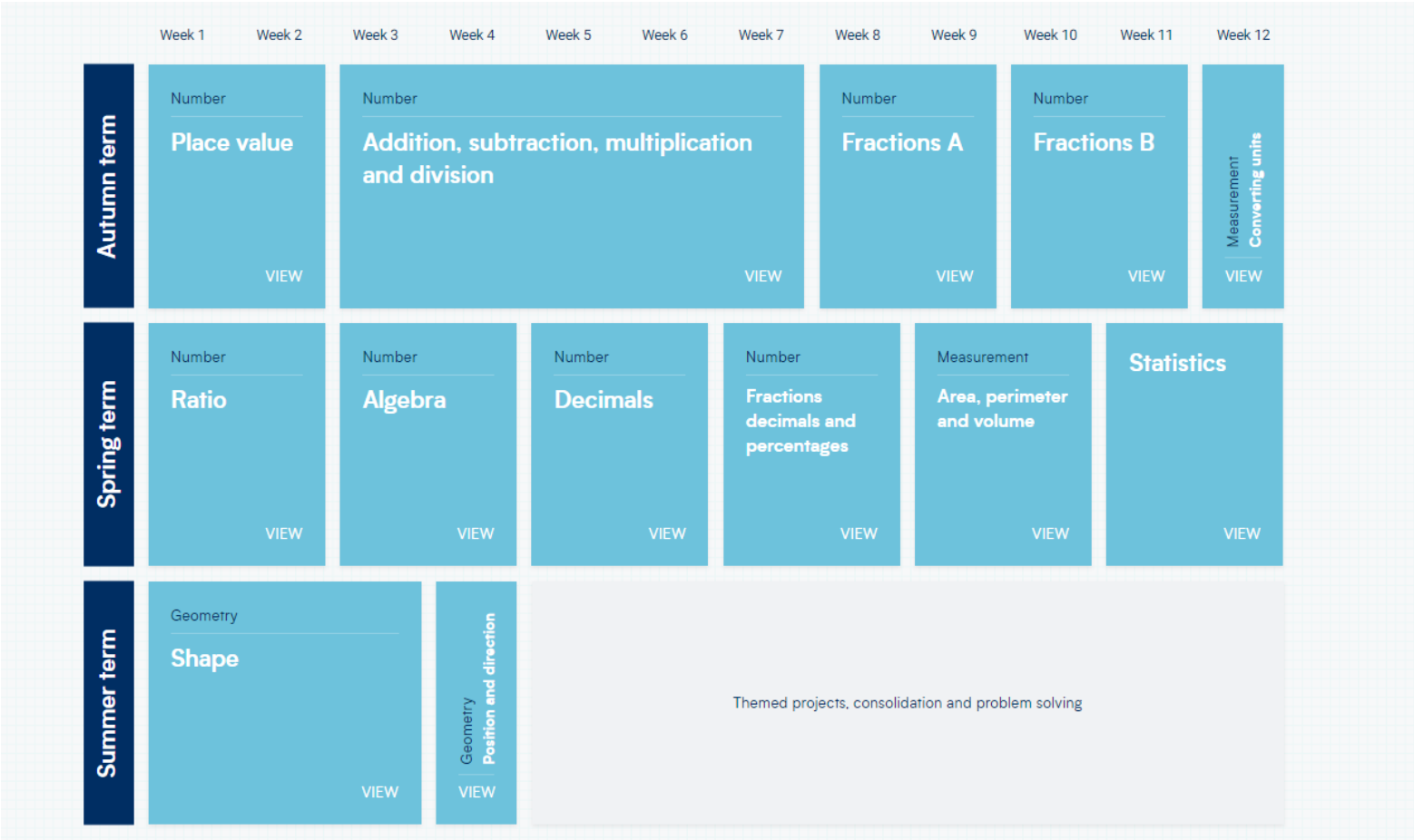
Year 4



Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>VIEW</div>			<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>		<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>		<div>Number</div> <div>Fractions A</div> <div>VIEW</div>				
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>			<div>Number</div> <div>Fractions B</div> <div>VIEW</div>		<div>Number</div> <div>Decimals and percentages</div> <div>VIEW</div>		<div>Measurement</div> <div>Perimeter and area</div> <div>VIEW</div>	<div>Statistics</div> <div>VIEW</div>			
Summer term	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>			<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>		<div>Number</div> <div>Decimals</div> <div>VIEW</div>		<div>Number</div> <div>Negative numbers</div> <div>VIEW</div>	<div>Measurement</div> <div>Converting units</div> <div>VIEW</div>		<div>Measurement</div> <div>Volume</div> <div>VIEW</div>	

Year 6



Curriculum by Subject

Art & Design

Year	Autumn Term	Spring Term	Summer Term
1	Mark making and experimenting with shapes and colour. Drawing on different surfaces. Drawing toys.	Painting & texture - design and create food plates.	Sketching British Landmarks - variety of media - Monet's London Bridge paintings. Experimenting with construction (see DT)
2	Design a London street in the style of 1666	Drawing & painting - Aboriginal Artwork/Dreamtime. Make observational drawings of Aboriginal patterns. Painting Skills- mixing colours to reflect meaning and applying paint in different ways to create Aboriginal paintings that tell stories.	Significant Artists - Van Gogh, Frida Kahlo, Pablo Picasso (1881 – 1973).
3	Sculpture-Natural resources (Andy Goldsworthy)	Cave Paintings - sketching and charcoal	Artist study - Katsushika Hokusai
4	Drawing Skills- Showing line, colour and depth. (Dragon eyes) Make a dragon eye with clay	Design your Egyptian mechanism	Draw and painting skills- Natural Art using mixed media. Hannah Horn
5	Paul Cezanne - still life drawing	Greek Sculptors: What they can tell us about the past. Art History skills Sculpture: Clay (pots)- Sculpture	Hans Holbein - how would you like to be perceived in a painting?
6	3-D Modelling Papier Mache planets	Paint: Watercolours with perspective & mood.- African Landscapes & Arrival Imagery.	Painting: Portraits - investigate how people are represented Opie / Kahlo

Computing

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Online Safety	Programming	Handling Data	Multimedia	Technology in our lives	Programming 2
	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Recognise common uses of information technology beyond school	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs
2	Online Safety	Technology in our lives	Multimedia	Handling Data	Programming	Programming 2
	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Recognise common uses of information technology beyond school	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs.	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs.

3	Technology in our lives	Programming	Online safety	Programming 2	Handling Data	Multimedia
	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
4	Technology in our lives	Programming	Online Safety	Programming 2	Multimedia	Handling Data
	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs;	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting

		forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		data and information
5	Programming	Technology in our lives	Online Safety	Programming 2	Handling Data	Multimedia
	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
6	Technology in our lives	Programming	Online Safety	Programming 2	Multimedia	Handling Data
	Technology in our lives	Design, write and debug	Use technology safely,	Design, write and debug	Use search technologies	Select, use and combine a

	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
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Design & Technology

Year	Autumn Term	Spring Term	Summer Term
1	Mechanisms Sliders and levers	Food Preparing fruit and vegetables	Structures Freestanding structures
2	Mechanisms Wheels and axles	Food Preparing fruit and vegetables	Textiles Templates and joining techniques
3	Textiles 2D shape to 3D product - sewing	Structures Photo Frames (including computer aided design)	Food Healthy and varied diet
4	Electrical Systems Simple circuits and switches (including programming and control)	Mechanical Systems Levers and linkages	Food Healthy and varied diet
5	Mechanical Systems Cams	Electrical Systems More complex switches and circuits (including programming, monitoring and control)	Food Celebrating culture and seasonality
6	Textiles Papier Mache	Food Celebrating culture	Structures Frame structures Mechanical Systems sawing, cutting and attaching

French

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Phonics 1 Greetings; 0-10; colours; animals		Fruit; likes & dislikes; actions		Asking for ice-cream	
4	Phonics 2 Actions	0-20; introducing myself	Family	Classroom objects	Tea room	Weather
5	Phonics 3 Tea Room	Pets	Clothes	Weather + revisit hobbies likes & dislikes	Olympics	Habitats
6	Phonics 4 School Timetable		Time/weekend activities		Me in the World	

History

Year	Autumn Term	Spring Term	Summer Term
1	Changes within living memory - individual timelines of life events, toys past and present		Focus on History / changes in holidays and UK seashores.
2	History of Flight Great Fire of London	History of Oceania	Lives of significant individuals in the past, used to compare aspects of life in different time periods & F.Nightingale/M.Seacole/E.Cavell
3	Luton - the last 100 years	Settlements - Changes in Britain from stone age to iron age Celts to Romans.	History of major volcanic eruptions - Krakatoa, Pinatubo, Tambora
4	The Viking and Anglo Saxon struggle for England	The achievements of the earliest civilisations –River Nile, Children, Beliefs/Gods/ Seasons. Ancient Egyptians	How have the countries of the Americas evolved over time?
5	European history	Ancient Greece. A study of Greek life/achievements and their influence on the Western World.	Tudor life through Shakespeare
6	The moon landings - the history of space exploration (covered within Science)	Non-european society that provides contrast with British History - Benin (West Africa) c. AD 900 - 1300.	

Geography

Year	Autumn Term	Spring Term	Summer Term
1	Geographical vocabulary when describing different places.	Seasonal/daily weather patterns in the UK - 4 season days throughout the year at appropriate times. Observe changes & describe weather (ongoing ALL year)	Name and locate the four countries of the British Isles and their capital cities - map and atlas.
2	Atlas skills: where is London? Compare London to another city.	Oceania human features and physical features Use maps (physical and online) to locate oceans, countries and continents. Consider the Poles and the Equator	
3	Local history study-changing employment in Luton. Hat trade, Vauxhall, Airport, Luton landmarks	Location of and types of settlements	Human and physical geography- mountains. Earthquakes and Volcanoes of Asia.
4	Where did the Vikings come from?	Map work- Rivers - The Nile	North and South America - environmental regions, key physical and human characteristics, countries and cities.
5	Europe, concentrating on environmental regions, key physical and human characteristics, countries and cities.	Where is modern Greece?	Look at different habitats around the world and the animals that live there. Use atlases to locate the areas and what causes the different habitats. Recap on continents, oceans, main countries of the world.
6	A local study based on the airport and pollution - Geography Fieldwork - local maps, grid references (Geography Day)	Africa - latitude, longitude, equator, hemispheres, the tropics, circles. Geography Skills - maps, atlases, globes and digital mapping	

Music

Year	
R	Musical Awakenings - Children will move to a variety of genres of music, showing the pulse, using body movements, body percussion and dance scarves. They will become increasingly confident in copying back simple rhythms and also creating their own. They will sing simple songs with a focus on accuracy of pitch (high and low sounds) and singing together as a class, in small groups or as a solo. Through games, stories and listening activities they will start to describe and apply the sounds of class percussion instruments, watching to see when to start and stop together, to play loudly or softly and to take turns.
1	Musical Awakenings - Over the year the children will explore and begin to understand the concepts of pulse and rhythm through songs, chants and rhymes, music games and activities and playing instruments. They will learn to sing using their voices expressively and will also start to learn music ensemble skills when playing percussion instruments as a class. The children will begin to learn about music notation, firstly through symbols and sounds and they will also begin to look at standard notation in its simplest form. They will take part in listening activities and work towards performances throughout the year and will be filmed and recorded regularly for evidence of progression.
2	Musical Awakenings - The children will continue their work from year 1 learning to understand pulse and rhythm in much more depth, with an increased focus on independent work, as well as exploring the use of dynamics, pitch and tempo. These will be explored through songs, listening activities, music games and playing percussion instruments and glockenspiels. They will sing, using their voices and bodies expressively, they will also learn to sing in rounds and two parts. The children will learn to play the glockenspiels, continuing to follow standard notation, experimenting with the notes they learn to improvise and compose their own pieces. They will begin to explore the sounds and names of the instruments of the orchestra, and have an introduction to the history of music. They will take part in listening activities and work towards performances throughout the year and be filmed and recorded regularly for evidence of progression.
3	In year 3, pupils will have the opportunity to learn a selection of instruments: djembe, boom whackers, pocket trumpet and ukulele. Each one will be studied for a term (djembe and boom whackers: half-termly), during which they will begin to develop specific techniques required to play each instrument. Pupils will build on improvisation and composition skills, revising and applying their knowledge of the interrelated dimensions of music. Standard notation appropriate to the instrument being taught will be learnt, alongside non-standard notation such as graphic scores. Weekly listening activities that include a variety of styles and genres in music, both live and recorded, will enable pupils to develop their aural skills and understanding of the history of music. Pupils will regularly play and perform in solo and ensemble contexts, using their voices and musical instruments. They will work towards performances, and will be filmed and recorded regularly for evidence of progression.

4	Year 4 will learn over 40 songs on the ukulele. They will use a greater variety of chords including major, minor and dominant 7th chords. They will embed the ways in which these chords can be used to different effect e.g. to build tension. They will further extend their melodic playing by picking single notes working their way up to a full C Major scale. As they add more single notes to their playing they will be encouraged to explore improvising with these notes at every stage. Pupils will learn to read ukulele tablature as well as extending their work on rhythmic notation and building on the simple staff notation learnt previously. They will continue to work on their ensemble performance skills using appropriate dynamics and maintaining a steady pulse/tempo throughout. At points throughout the year they will be encouraged to perform to audiences of different sizes.
5	In Year 5, pupils will continue their exciting journey with the brass family. This year, they will have the opportunity to extend their studies with the Pocket Trumpet (smaller than a standard trumpet) after meeting the instrument initially in Year 3. In addition to progressing specific skills and techniques needed to play this instrument, their aural skills will develop. Pupils will also extend their understanding of different musical genres and traditions from all over the world and throughout history through listening to a wide variety of both live and recorded music. Standard music notation taught in the treble clef will include more complicated rhythms and musicianship skills which the children will be expected to read, and use within their own improvisations and compositions. Pupils will regularly play and perform in solo and ensemble contexts, using their voices and musical instruments. They will work towards performances, and will be filmed and recorded regularly for evidence of progression.
6	Year 6 will be using percussion instruments, a variety of different types and from several cultures/musical traditions. They will be showing deeper learning by incorporating many of the skills they have learned in previous years to work together as a large percussion ensemble. They will be playing multiple parts combining both syncopated and non syncopated rhythms. They will further explore composition and improvisation looking at composition throughout history. In particular they will look at minimalist composition techniques using short, changing rhythmic cells and techniques such as phrasing. Pupils will be responsible for the composition of their own performances and will also take a significant role in the leadership of the overall ensemble.

Physical Education

Year/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Foundation	Hands 1 	Nursery Rhymes 	Dinosaurs 	Feet 1 	Rackets Bats Balls and Balloons 	Games For Understanding 
	Walking 1 	Moving 	High, Low, Over, Under 	Hands 2 	Jumping 1 	Athletics & Sport Day Prep 
Year 1	Team Building 	The Zoo 	Heroes 	Hands 2 	Rackets Bats and Balls 	Games For Understanding 
	Hands 1 	Health and Wellbeing 	Wide, Narrow, Curled 	Body Parts 	Feet 1 	Running 1 
Year 2	Team Building 	Explorers 	Mr Candys Sweet Factory 	Hands 2 	Feet 1 	Games For Understanding 
	Hands 1 	Health and Wellbeing 	Linking 	Pathways 	Rackets Bats and Balls 	Jumping 1 
Year 3	Football 	Weather 	Symmetry & Asymmetry 	Tag Rugby 	Throwing & Jumping 	Running 
	Hockey 	Mindfulness 	Communication & Tactics 	Netball 	Tennis 	Cricket 
Year 4	Tag Rugby 	Bridges 	Space 	Rounders 	Quidditch 	Athletics 
	Swimming 	Swimming 	Swimming 	Mindfulness 	Problem Solving 	Swimming 
	Problem Solving 	Mindfulness 	Problem Solving 	Swimming 	Swimming 	Mindfulness 
Year 5	Football 	The Circus 	Greeks 	Health Related Exercise 	Throwing & Jumping 	Running 
	Orienteering 	Hockey 	Counter Balance & Counter Tension 	Netball 	Tennis 	Cricket 
Year 6	Tag Rugby 	Leadership 	Hockey 	Health Related Exercise 	Tennis 	Rounders 
	Netball 	Matching & Mirroring 	Prejudice and Discrimination 	Football 	Throwing & Jumping 	Competitions 

PSHE

Year	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
1	Living in the Wider World <ul style="list-style-type: none"> • Rights and responsibilities • Taking Care of the Environment • Money 		Health & Wellbeing <ul style="list-style-type: none"> • Healthy Lifestyles • Growing and Changing • Keeping Safe 		Relationships <ul style="list-style-type: none"> • Healthy Relationships • Feelings and Emotions • Valuing Difference 	
2	Living in the Wider World <ul style="list-style-type: none"> • Rights and responsibilities • Taking Care of the Environment • Money 		Relationships <ul style="list-style-type: none"> • Healthy Relationships • Feelings and Emotions • Valuing Difference 		Health and Wellbeing <ul style="list-style-type: none"> • Healthy Lifestyles • Growing and Changing • Keeping Safe 	
3	Relationships <ul style="list-style-type: none"> • Healthy Relationships • Feelings and Emotions • Valuing Difference 		Living In The Wider World <ul style="list-style-type: none"> • Rights and responsibilities • Taking Care of the Environment • Money 		Health and Wellbeing <ul style="list-style-type: none"> • Healthy Lifestyles • Growing and Changing • Keeping Safe 	
4	Relationships <ul style="list-style-type: none"> • Healthy Relationships • Feelings and Emotions • Valuing Difference 		Living In The Wider World <ul style="list-style-type: none"> • Rights and responsibilities • Taking Care of the Environment • Money 		Health and Wellbeing <ul style="list-style-type: none"> • Healthy Lifestyles • Growing and Changing • Keeping Safe 	
5	Living in the Wider World <ul style="list-style-type: none"> • Rights and responsibilities • Taking Care of the Environment • Money 		Relationships <ul style="list-style-type: none"> • Healthy Relationships • Feelings and Emotions • Valuing Difference 		Health and Wellbeing <ul style="list-style-type: none"> • Healthy Lifestyles • Growing and Changing • Keeping Safe 	
6	Living in the Wider World <ul style="list-style-type: none"> • Rights and responsibilities • Taking Care of the Environment • Money 		Relationships <ul style="list-style-type: none"> • Healthy Relationships • Feelings and Emotions • Valuing Difference 		Health and Wellbeing <ul style="list-style-type: none"> • Healthy Lifestyles • Growing and Changing • Keeping Safe 	

Religious Education

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	1.1 What do Christians believe God is like?	1.2 Why does Christmas matter to Christians? How and why do we celebrate special times?	1.10 How do we show we care for the Earth? Why does it matter?	1.5 Why does Easter matter to Christians?	1.3 Who is Jewish? What do they believe and how do they live?	1.8 What can we learn from sacred books and stories?
2	1.6 What makes some places significant? What makes some places sacred to believers?	1.7 How and why do we celebrate significant times? What makes some celebrations sacred to believers?	1.4 Who is a Muslim? What do they believe and how do they live?	1.11 Who is an inspiring person? What stories inspire Christian and Muslim people?	1.9 How do we show we care for others? Why does it matter?	1.12 What is the 'good news' Christians believe Jesus brings?
3	L2.8: How is faith expressed in Sikh communities and traditions?	L2.3: What is the 'Trinity' and why is it important for Christians?	L2.1: Where, how and why do people worship?	L2.5: Why do Christians call the day Jesus died 'Good Friday'?	L2.9: How do festivals and worship show what matters to Muslims?	L2.2: Why do some people think life is like a journey? How and why do people mark the significant events of life?
4	L2.7: How is faith expressed in Hindu communities and traditions?	L2.11: What are the deeper meanings of the festivals?	L2.6: How do festivals and family life show what matters to Jewish people?	L2.4: What kind of world did Jesus want?	L2.10: What is the impact of pentecost?	L2.12: How and why do people try to make the world a better place?
5	U2.10: What will make our community a more respectful place?	U2.9: Justice and poverty: why does faith make a difference?	U2.1: What does it mean if Christians believe God is holy and loving?	U2.5: How do Christians decide how to live? 'What would Jesus do?'	U2.7: What helps Hindu people as they try to be good?	U2.12: How does faith enable resilience?
6	U2.8: How is faith expressed in Islam?	U2.6: What do Christians believe Jesus did to 'save' people?	U2.2: Creation and Science: conflicting or complementary?	U2.4 How do some people inspire others?	U2.11: Why do some people believe in God and some people not?	U2.3: Values: what matters most to Humanists and Christians?

Science

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Animals - human body and senses	Seasonal Changes - 4 season days throughout the year Observe changes & describe weather (ongoing ALL year)	Everyday materials - Identify, name and group materials. Describe physical properties	Plants - identify and name common plants, including deciduous and evergreen & basic structure of plants.	Animals, including humans - identify and name common animals (birds, reptiles, fish, amphibians and mammals) and their structure, identify and name carnivores, herbivores and omnivores	
2	Use of everyday materials - identify and compare suitability & solids change by squashing, bending, twisting and stretching		Living things and their habitats - Living /dead/never alive, habitats provide the need, Identify/name plants and animals in habitats, simple food chains & name sources of food		Animals, including humans - offspring, basic needs of animals for survival & importance to humans for exercise, food type and hygiene	
3	Light - reflection & shadows	Humans and skeletons/nutrition	Rocks and soils		Forces and Magnets	Plants and Growth
4	Planning and carrying their own investigations	Electricity	Living things-name and classify living things	Teeth/digestive system-types of teeth and functions.	Materials: Solids, liquids and gases	Sound
5	Changing materials	Investigations linked to changing materials	Electricity	Materials and properties	Light	Animals, including humans
6	Earth & Space - Movement of bodies & day and night, gravity.	Forces - gravity, resistances and friction, levers, pulleys and gears.	Evolution and inheritance (fossils, offspring and adaptation) All Living Things - Classification - link to Africa		Animals, including Humans - circulatory system, impact of diet & transport of water/nutrients	

Long Term Plan - Topics by Year Group

LTP - Year Reception

RECEPTION	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	<i>ALL ABOUT ME</i>	<i>CELEBRATIONS AND SPECIAL DELIVERIES</i>	<i>THE GREAT OUTDOORS</i>	<i>SUPERHEROES</i>	<i>OUR WORLD AND OTHER PLACES</i>	<i>ANIMALS FROM AROUND THE WORLD</i>
BOOK SPINE TEXT	Owl Babies	The Jolly Christmas Postman	Bear Hunt The Extraordinary Gardener	Supertato	Look Up Clean Up	The Great Pet Sale
COMMUNICATION & LANGUAGE						
Listening, Attention & Understanding	ELGs: <ul style="list-style-type: none"> Hold conversation when engaged in back and forth exchanges with their teachers and peers. Make comments about what they have heard and ask questions to clarify their understanding. 		ELGs: <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 		ELGs: <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding. 	
	Listening and joining in with stories. Sitting and maintaining attention. To follow simple instructions and directions.	To ask simple questions, about their own and others experiences. To hold a two-way conversation with friends and adults. To listen to others whilst taking part in activities.	To join in stories using actions, props and repetition. To ask questions about why things happen.	To follow two step instructions carefully. To express views about characters and events- comments, actions.	To make comments and share ideas about looking after the planet, based on what they have read and heard.	To recall facts and information from stories and texts they have read or listened to. To follow more complex instructions and ask for help if they are unsure.

Speaking	ELGs: <ul style="list-style-type: none"> Participate in small group, class or one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 		ELGs: <ul style="list-style-type: none"> Offering explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. 		ELGs: <ul style="list-style-type: none"> 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. 	
	To talk about their families and home life during class and small group activities, using topic related vocabulary.	To talk about their own celebrations, using key vocabulary. To ask questions to a friend about their celebrations.	To describe the parts of plants and what they need to grow.	To retell stories using vocabulary from stories- onomatopoeia and character speech/voices.	To talk about the past, present and future. To talk about feelings.	To talk about their experiences- animal visits. To use conjunctions in full sentences.
PERSONAL, SOCIAL AND EMOTION DEVELOPMENT						
Self-regulation	ELGs: <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 		ELGs: <ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 		ELGs: <ul style="list-style-type: none"> Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	
	To talk about their homes, families and communities. To talk about their feelings.	To talk about things that interest them. To ask for help when needed.	To recognise when they and others are being kind. To understand patience and needing to wait sometimes for things we want.	To talk about their own ideas. To be proud of achievements.	To follow multi step instructions.	To work cooperatively as part of a group to solve puzzles and problems.
Managing Self	ELGs: <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, 		ELGs:		ELGs:	

	going to the toilet and understanding the importance of healthy food choices.		<ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. 		<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 	
	To put on coats, use a knife and fork and toilet independently.	To recognise healthy and unhealthy food choices.	To play games with rules, taking turns and cooperating.	To talk about rules and why they are important.	To try new things and ideas- problem solving	To try new activities independently- problem solving
Building Relationships	ELGs: <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers 		ELGs: <ul style="list-style-type: none"> Work and play cooperatively and take turns with others 		ELGs: <ul style="list-style-type: none"> Show sensitivity to their own and to others' needs 	
	To play games with new friends.	To listen to others ideas in partner and group work.	To play games with rules, taking turns and cooperating.	To work cooperatively in pairs or small groups.	To work cooperatively on a shared activity, listening to others.	To talk about people important to them and why- reflections on year.
PHYSICAL DEVELOPMENT						
Gross Motor	ELGs: <ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 		ELGs: <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others 		ELGs: <ul style="list-style-type: none"> Demonstrate strength, balance and coordination when playing 	
	Daily run & Yoga To investigate outdoor spaces Squiggle while you wiggle	Daily run & Yoga To move safely in different ways and speed Squiggle while you wiggle	Daily run & Yoga To link movements together- balances/rolls Squiggle while you wiggle	Daily run & Yoga To play games- rules. Squiggle me into a writer	Daily run & Yoga To develop ball control skills- throwing, catching and game play. Squiggle me into a writer	Daily run & Yoga To move energetically- Athletics skills/Sports Day Squiggle me into a writer
Fine Motor	ELGs: <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases 		ELGs: <ul style="list-style-type: none"> Begin to show accuracy and care when drawing 		ELGs: <ul style="list-style-type: none"> Begin to show accuracy and care when drawing 	

	Dough Disco & Squiggle while you wiggle To explore different tools- CP, self portraits	Dough Disco & Squiggle while you wiggle To draw and write letters, invitations, cards.	Dough Disco & Squiggle while you wiggle To use a range of tools to make storyboards and observational artwork.	Dough Disco & Squiggle while you wiggle To use a range of tools to make models, costumes and storyboards.	Dough Disco & Squiggle while you wiggle To use a range of tools to make models and posters	Dough Disco & Squiggle while you wiggle To make observational drawings of animals
LITERACY						
Comprehension	ELGs: <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary 		ELGs: <ul style="list-style-type: none"> Anticipate – where appropriate – key events in stories 		ELGs: <ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 	
	To talk about stories they have heard to friends and adults.	To retell stories they have heard- characters, events and vocabulary.	To make predictions about stories	To describe and talk about characters in a story.	To share information and facts they have learnt- vocabulary and own language.	To share information and facts they have learnt- vocabulary and own language.
Word Reading	ELGs: <ul style="list-style-type: none"> Read words consistent with their phonic knowledge by sound-blending 		ELGs: <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs 		ELGs: <ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	
	To link sounds to letters of the alphabet. To recognise one's own name.	To build simple words- segmenting and blending. To read common exception words.	To recognise digraphs. To read common exception words. To read simple phrases and sentences.	To read simple phrases and sentences.	To read with more consistency- sound blending and phonic knowledge- non-fiction texts.	To read sentences and books at their phonic level- fact files and non-fiction.
Writing	ELGs: <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed 		ELGs: <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters 		ELGs: <ul style="list-style-type: none"> - Write simple phrases and sentences that can be read by others 	

	Squiggle while you wiggle To talk about pictures and marks they have made.	Squiggle while you wiggle To form lower and upper case letters correctly.	Squiggle while you wiggle/ Squiggle me into a writer To write words, captions and sentences.	Squiggle me into a writer To write linked captions and sentences- narratives	Squiggle me into a writer To write sentences that can be read by others.	Squiggle me into a writer To write sentences that can be read by others.
MATHS						
Number	ELGs: <ul style="list-style-type: none"> Subitise (recognise quantities without counting) up to 5 		ELGs: <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number 		ELGs: <ul style="list-style-type: none"> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts 	
	To recognise, talk about and write numbers to 5. To sing counting songs.	To recognise object amounts to 5.	To recognise, talk about and write numbers to 10. To sing counting songs.	To add amounts to 10.	To subtract numbers to 10. To learn number bonds to 5.	To explore doubling and halving.
Number Pattern	ELGs: <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system 		ELGs: <ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity 		ELGs: <ul style="list-style-type: none"> - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 	
	To sing and perform counting songs and rhymes To write and order numbers to 5	To sing and perform counting songs and rhymes To count and represent amounts to 5- fingers, cubes, etc.	To compare numbers- fewer, more, the same.	To compare numbers- fewer, more, the same. To write simple number sentences/part part whole model	To write simple number sentences/part part whole model	To learn about odd and even numbers to 10 (20)
<i>Shape, Shape and Measure*</i> <i>Not an ELG, but will be covered</i>	<i>2D shapes & Pattern</i>		<i>3D shapes and positioning</i>		<i>Mass, length and capacity & money</i>	
	<i>To identify 2D shapes.</i>	<i>To create simple ABAB and AAB patterns</i>	<i>To identify simple 3D shapes</i>	<i>To use position language to explain where objects are.</i>	<i>To find the mass of different objects- recycling</i>	<i>To find the length of different objects- animals</i>

						<i>To investigate the capacity of different containers- fish tanks</i> <i>To recognise coins and practise using money- Carnival</i>
UNDERSTANDING THE WORLD						
Past and Present	ELGs: <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society 		ELGs: <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 		ELGs: <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling 	
	To talk about families To talk about how they have changed since they were babies- using vocab of past, present and future	To talk about things they celebrate with their families. Use future language- looking forward to celebrations	To talk about stories they have heard in terms of a timeline- growing plants/changes to environment		To learn about important people of the past and present- Mae Jemison, David Attenborough	To talk about the changes they have recognised over the year at school.
People, Cultures and Communities	ELGs: <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 		ELGs: <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 		ELGs: <ul style="list-style-type: none"> 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. 	
	To talk about their families and compare to others in the class or stories they have heard.	To talk about what, why and how they celebrate different festivals. To understand different people might celebrate other things and how they are similar or different.	To talk about their environment and make suggestions for how it could be better. To make maps of their local environment.		To compare the weather in Britain with that in other countries. To look at and make maps. To investigate space.	To find out where different animals come from around the world. To make maps.

The Natural World	ELGs: <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 		ELGs: <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants 		ELGs: <ul style="list-style-type: none"> 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 	
		To look for and talk about the changing seasons.	To make observational drawings of their growing seed- timeline.	To look for and talk about the changing seasons.	To learn about other countries- weather and environmental problems (animals)	To look for and talk about the changing seasons. To make careful observational drawings and fact files of animals from Britain and other countries.
EXPRESSIVE ARTS AND DESIGN						
Creating with Materials	ELGs: <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 		ELGs: <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories 		ELGs: <ul style="list-style-type: none"> Share their creations, explaining the process they have used 	
	To experiment with different tools and materials- CP To create a self-portrait- drawing, paint, collage	To explore colour mixing	To create costumes and props to tell stories (role play)- CP	To create superhero veg and capes using a range of tools and materials	To use recycled materials to make a model. To explain how they made their model	
Being Imaginative and Expressive	ELGs: <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs 		ELGs: <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and – when 		ELGs: <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher 	

			appropriate try to move in time with music			
	Daily song or poem Weekly music lesson- Music Service Retelling stories they've heard- CP/role play	Daily song or poem Weekly music lesson- Music Service Christmas performance	Daily song or poem Weekly music lesson- Music Service To perform our own versions of the Bear Hunt story.	Daily song or poem Weekly music lesson- Music Service Retelling stories they've heard- CP/role play	Daily song or poem Weekly music lesson- Music Service To create a video message about protecting our environment	Daily song or poem Weekly music lesson- Music Service
TRIPS, VISITORS AND SPECIAL DAYS	<ul style="list-style-type: none"> Owl Centre Visit (in house) Walk to the post box (local visit) 		<ul style="list-style-type: none"> Supertato and Evil Pea Visit (in house) Walk around our local area (Local Visit) 		<ul style="list-style-type: none"> Whipsnade Zoo Farm Visit (in house) Carnival Day (in house) Outdoor Learning Day (in house) 	
ADDITIONAL SUPPORTING TEXTS	My Two Grannies- Floella Benjamin <i>My Dad is a Grizzly Bear</i> - Swapna Haddow <i>Two Homes</i> - Claire Masurel <i>Monkey Puzzle</i> - Julia Donaldson <i>My Mum</i> - Anthony Browne <i>My Mum and Dad Make Me Laugh</i> - Nick Sharratt	<i>The Jolly Postman</i> - Janet & Allan Ahlberg <i>Dear Mother Goose</i> - Michael Rosen, Nick Sharratt <i>Dragon Post</i> - Emma Yarlett <i>Dear Dinosaur</i> - Chae Strathie <i>Postman Bear</i> - Julia Donaldson <i>Dear Panda</i> - Miriam Latimer	<i>Brown Bear, Brown Bear, What Do You See?</i> - Bill Martin Jr <i>One Bear at Bedtime</i> - Mick Inkpen <i>Where's my Teddy?</i> – Jez Alborough <i>The Little Gardiner</i> , Emily Hughes <i>Ten Seeds</i> , Ruth Brown <i>Yucky Worms</i> , Vivien French	<i>Supertato set of stories</i> - Paul Linnett, Sue Hendra <i>SuperWorm</i> - Julia Donaldson <i>Super Daisy</i> - Nick Sharratt <i>Super Duck</i> - Jez Alborough <i>Charlie's Superhero Underpants</i> - Paul Bright <i>How to be a Superhero</i> - Caryl Hart & Ed Eaves	<i>Q Pootle 5</i> - Nick Butterworth <i>Rocket Kipper</i> - Mick Inkpen <i>You Can't Eat a Princess</i> - Gillian Rogerson & Sarah McIntyre <i>George Saves the Planet by Lunchtime</i> - Jo Readman <i>I Can Save the World</i> - Alison Inches <i>Love Our Earth</i> - Jane Cabrera	<i>What the Ladybird Heard</i> - Julia Donaldson <i>Mad About Mini Beasts</i> - Giles Andreae <i>Farmer Duck</i> - Martin Waddell <i>Dear Zoo</i> - Rod Campbell <i>Rumble in the Jungle</i> - Giles Andreae <i>Mog and the Vet</i> - Judith Kerr
Poems. Songs and nursery rhymes	Finger Family With my family Three Owl Babies					

LTP - Year One

Yr 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me / Toys		Materials / Changes		Animals / Magical Mystery Tour- UK	
Topic Project Outcome	Autumn poem	History of Toys	Retell a traditional tale	Produce a Garden Centre (class)	Animal fact file class book	Beegu story writing Katie in Luton story
Book Spine Text	Elmer, Peace at last, Handa's surprise	Dogger	Cinderella; Jack and the Beanstalk	Oliver's vegetables Oliver's fruit salad & Oliver's milkshake	Tiger who came to tea	Beegu, Where the wild things are, Katie in London and Katie in Scotland
Science	Animals - human body and senses	Seasonal Changes - 4 season days throughout the year Observe changes & describe weather (ongoing ALL year)	Everyday materials - Identify, name and group materials. Describe physical properties	Plants - identify and name common plants, including deciduous and evergreen & basic structure of plants.	Animals, including humans - identify and name common animals (birds, reptiles, fish, amphibians and mammals) and their structure, identify and name carnivores, herbivores and omnivores	Seasonal Changes - 4 season days throughout the year Observe changes & describe weather (on-going ALL year)
ICT across the curriculum	Education for a Connected World	Day and night coding challenge on PM	Fair testing- Record findings on spreadsheet	Make poster about safety when using cooking equipment		Create a YouTube style video about Luton
Computing	Online Safety	Programming Lego Builders and Maze Explorers	Handling Data Grouping & Sorting, Pictograms	Multimedia Animated Story Books	Technology in our lives	Programming 2 Coding

Design & Technology	Mechanics - sliders & levers - link to toys		Food - healthy and varied diet to prepare simple dishes. Skills - knife to chop, fork to mash, spoon to scoop. Making fruit salad		Structures - Freestanding Structures - models of British Landmarks	
Geography	Geographical vocabulary when describing different places.		Seasonal/daily weather patterns in the UK - 4 season days. Observe changes & describe weather (ongoing ALL year)		Name and locate the four countries of the British Isles and their capital cities - map and atlas.	
History	Changes within living memory - individual timelines of life events, toys past and present.				Focus on History / changes in holidays and UK seashores.	
Art & Design	Mark making and experimenting with shapes and colour. Drawing on different surfaces.		Painting & texture - design and create food plates.		Sketching British Landmarks - variety of media - Monet's London Bridge paintings. Experimenting with construction	
Music	Musical Awakenings					
Music Appreciation	Antonio Vivaldi	Randy Newman	Seymour Barab	Engelbert Humperdinck	Saint Saens	KT Tunstall
PE	Team building - To explore simple strategies and work together as a team. Ball skills (hands) - To use sending and receiving skills to retain possession of the ball.	Dance (The zoo) - To perform a range of movements in combination to a rhythm. Health and wellbeing - To use coordination and balance to perform well in a range of activities.	Dance (Heroes) - To perform a range of movements which demonstrate different characters. Gymnastics (wide, narrow, curled) - To use equipment and apparatus to explore wide, narrow and curled.	Ball skills (hands) - To use tracking skills to stop and ball and then roll it with accuracy towards a target. Gymnastics (body parts) - To combine a range of movements to create a mini-sequence.	Manipulative (rackets, bats and balls) - To use equipment to dribble and strike a ball with power and accuracy. Ball skills (feet) - To dribble and strike a ball to retain possession or pass to a teammate.	Games for understanding - To understand the principles of attacking and defending within a game. Athletics (running) - To use techniques learnt to run as fast as possible in a competitive game.
PSHE	Living in the Wider World		Health & Wellbeing		Relationships	

RE	1.1 What do Christians believe God is like?	1.2 Why does Christmas matter to Christians? How and why do we celebrate special times?	1.10 How do we show we care for the Earth? Why does it matter?	1.5 Why does Easter matter to Christians?	1.3 Who is Jewish? What do they believe and how do they live?	1.8 What can we learn from sacred books and stories?
Trips / Visits	Walk around local area looking for Autumn				Whipsnade Zoo	Wardown Park & Luton Museum

LTP - Year Two

Yr 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Events & Inventors		Land & Sea(Oceania)		Inspirational people	
Topic Project Outcome	Dragon's Den	Great Fire of London presentation		Non-Fiction booklet	Crime Report	
Book Spine Text	Dog on the Train	Pumpkin soup	Leaf Non - fiction animals	Aboriginal stories	Goldilocks project	Work of Roald Dahl
	Izzy Gizmo	Night Gardener				
Science	Use of everyday materials - identify and compare suitability & solids change by squashing, bending, twisting and stretching		Living things and their habitats - Living /dead/never alive, habitats provide the need, Identify/name plants and animals in habitats, simple food chains & name sources of food		Animals, including humans - offspring, basic needs of animals for survival & importance to humans for exercise, food type and hygiene	
ICT across the curriculum	Education for a Connected World PHSE- Co-operating together online (Collaboration on Purple Mash)	Sort living/ non living using programmes such as Powerpoint/ excel/ Google programmes Science & Maths links	Research continents, oceans to create a presentation or leaflet Create videos or voice notes with information found	Puppet Pals to create own animation using backdrops for your DT puppets	Goldilocks BeetBot mats on Twinkl	
Computing	Online Safety	Technology in our lives Effective Searching	Multimedia Presenting Ideas	Data Handling Spreadsheets	Questioning & Using Data	Programming Coding

Design & Technology	Explore and use mechanisms such as wheels and axles in their products. Skills - sawing and shaping				Textiles - sewing - make bears/hand puppets from the story of Goldilocks. Food -preparing fruit and vegetables - graters, peelers, colanders, mixers.	
Geography	Atlas skills: where is London? Compare London to another city.		Oceania human features and physical features Use maps (physical and online) to locate oceans, countries and continents. Consider the Poles and the Equator			
History	History of Flight	Great Fire of London			Lives of significant individuals in the past, used to compare aspects of life in different time periods.	
Art & Design	Sketching everyday objects Creating multi media hot air balloon	Design a London street in the style of 1666	Drawing & painting - Aboriginal Artwork/Dreamtime. Mixing colours and paintbrush skills to reflect meaning and applying paint in different ways. (Linked to GBR) <u>Layering materials</u>		Significant Artists - Van Gogh, Picasso, Frida Kahlo, Including moldable materials (clay tile)	
Music	Musical Awakenings					
Music Appreciation	Frank Sinatra	Henry Purcell	Percy Grainger	Hayley Westenra	Dolly Parton	The Beatles

PE	Team building - To explore simple strategies and work together as a team. Ball skills (hands) - To combine dribbling, passing and shooting to retain possession and score a point.	Dance (explorers) - To perform a range of movements in combination to a rhythm. Health and wellbeing - To use coordination and balance to perform well in a range of activities.	Dance (Mr Candy's sweet factory) - To perform a range of movements which demonstrate different characters. Gymnastics (linking) - To combine a range of movements to create a routine.	Ball skills (hands) - To apply techniques of underarm and overarm throwing in a competitive game. Gymnastics (pathways) - To link movements together to create a routine using apparatus.	Ball skills (feet) - To dribble and strike a ball to retain possession or pass to a teammate. Manipulative (rackets, bats and balls) - To use striking skills to hit a ball into space and win a game.	Games for understanding - To understand the principles of attacking and defending within a game. Athletics (jumping) - To apply knowledge of jumping and be successful in a competitive event.
PSHE	Living in the Wider World		Relationships		Health & Wellbeing	
RE	1.6 What makes some places significant? What makes some places sacred to believers?	1.7 How and why do we celebrate significant times? What makes some celebrations sacred to believers?	1.4 Who is a Muslim? What do they believe and how do they live?	1.11 Who is an inspiring person? What stories inspire Christian and Muslim people?	1.9 How do we show we care for others? Why does it matter?	1.12 What is the 'good news' Christians believe Jesus brings?
Trips/ Visits	Shuttleworth	Virtual London Tour				

LTP - Year Three

Yr 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Canine Capers		Settlements		Asia	
Topic Project Outcome	Natural sculpture - link to wolves.	Video -green screen - news report about Streaker Link this with producing a report on Luton.	Stone Age, Iron Age, Celts, Romans- History dress-up and workshop day.	Create a non-fiction leaflet/poster	Narrative writing- Events from Pompeii	Children create a piece of drama or interpretive dance around the Firework Maker's daughter and produce art showing mountains and volcanoes of Asia.
Book Spine Text	The wolf project - Little Wolf's book of badness	100 Mile an hour Dog (Newspaper report, recorded on green screen)	Stone Age boy	Boudica's army	Escape from Pompeii	Fireworkmaker's daughter
Science	Light - reflection & shadows	Humans and skeletons/nutrition	Rocks and soil		Forces and Magnets	Plants and Growth
ICT across the curriculum	Light/ shadow recording experiments on spreadsheets/ graphs	PE Dance- Dancer coding challenges on PM	Education for a Connected World	2Write- Complete a Where's Wally page together.	Create a forces and magnets games using coding	Range of plant topics on PM with writing tasks and science activities
Computing	Technology in our lives Touch Typing, Email and Google Classrooms	Programming Coding	Online safety	Programming 2 Coding - Scratch	Handling Data Branching Databases	Multimedia Simulations

Design & Technology		Textiles - Make a purse/wallet (sewing skills)		Structures - Roman Mosaic Photo frames		Food Technology - understanding seasonality and where ingredients come from. Skills - hobs, knives, chopping and peeling.
Geography	Local history study-changing employment in Luton. Hat trade, Vauxhall, Airport, Luton landmarks-brochure, map.		Location of settlements		Human and physical geography- mountains. Earthquakes and Volcanoes of Asia.	
History		Luton - the last 100 years -	Settlements - Changes in Britain from stone age to iron age	Settlements - Changes in Britain from Celts to Romans	History of major volcanic eruptions - Krakatoa, Pinatubo, Tambora	
Art & Design	Sculpture-Natural resources (Andy Goldsworthy)		Cave Paintings - sketching and charcoal		Artist study - Katsushika Hokusai	
Music	Percussion - Djembe and Boomwhackers		Brass- Pocket Trumpet		Strings - Ukulele	
Music Appreciation	Sergei Prokoviev	Giacomo Puccini	Louis Armstrong	Hans Zimmer	George Frideric Handel	Ravi Shankar
PE	Football - To develop passing, moving and dribbling building up into mini game where pupils must	Dance (weather) - Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character.	Gymnastics (symmetry and asymmetry) - Pupils will start with symmetrical balances on apparatus moving out of them, and	Tag rugby - The focus of the learning is to combine passing and moving to create attacking opportunities to score a try.	Athletics (throwing and jumping) - The focus of the learning is to explore how we can use our bodies to jump as far as possible, using a combination of	Athletics (running) - The focus of the learning is to continue to explore pacing and running for distance. The focus of the learning is to apply

	keep possession in order to win. Hockey - To combine passing, moving and dribbling to move the ball up the pitch, creating an attack that results in a shot.	Health and wellbeing (mindfulness) - Pupils will show an understanding of working with others positively and understand how this can help them to apply their developing focus and balancing skills.	travelling to a new piece of apparatus, creating their asymmetrical balances to end the sequence. OAA (communication and tactics) - The class will focus on collaboration and communication, enabling them to create simple attacking and defending tactics.	Netball - Pupils should be able to use their prior learning of passing, moving and creating space, to move the ball up the court, creating an attack that results in a shot at goal using the correct technique.	jumps, in particular hop, skip and jump. Tennis - Pupils will understand when and where to play the forehand shot in a mini game.	pupils' understanding and application of running for speed, into running as part of a team. Cricket - Pupils will learn why they need to strike the ball with intent to score runs. Pupils will start to develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball.
PSHE	Relationships		Living in the Wider World		Health & Wellbeing	
RE	L2.8: How is faith expressed in Sikh communities and traditions?	L2.3: What is the 'Trinity' and why is it important for Christians?	L2.1: Where, how and why do people worship?	L2.5: Why do Christians call the day Jesus died 'Good Friday'?	L2.9: How do festivals and worship show what matters to Muslims?	L2.2: Why do some people think life is like a journey? How and why do people mark the significant events of life?
Trips / Visits	Visit Wardown Museum	Visit local church (Virtual visit to Gurdwara and invite visitor)	Stockwood Park - History workshop			Natural History Museum
French	Greetings; 0-12; age		Food; days of the week		Body Parts	

LTP - Year Four

Yr 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Raiders and Traders		Ancient Egyptians		The Americas	
Topic Project Outcome		Dragon eye	Egyptian Day	Performance	Film Voices in the Park	Pop art biscuits
Book Spine Text	How to train your dragon	Coming Home	The Butterfly Lion	Planet Omar	Voices in the park & Harry Potter	The Explorer
Science	Planning and carrying out their own investigations	Electricity	Materials: Solids, liquids and gases	Teeth/digestive system - types of teeth and functions.	Living things - name and classify living things	Sound
ICT across the curriculum	How to train your dragon- online character profile	Google Docs to record research on Vikings	Photography skills Purple Mash - classify living things	Create a poster advertising the performance and/or a performance programme	Create a presentation on Imovie	Digital Mapping (Google Earth) - locating continents, countries and cities
Computing	Technology in our Lives Hardware Investigators & Effective Searching	Programming Coding	Online Safety	Programming 2 Coding - Scratch	Multimedia Animations	Handling Data Spreadsheets
Design & Technology	Electrical Systems - circuits & switches		Mechanical Systems - Levers and linkages		Food - baking	
Geography	Where did the Vikings come from?		Map work - Rivers - The Nile		North and South America - environmental regions, key physical and human characteristics, countries and cities.	
History	The Viking and Anglo Saxon struggle for England		The achievements of the earliest civilisations – River Nile, Children, Beliefs/Gods/ Seasons. Ancient Egyptians		How have the countries of the Americas evolved over time?	

Art & Design	Drawing Skills - Showing line, colour and depth. (Dragon eyes) Make a dragon eye with clay		Design your Egyptian mechanism (shaduf)		Draw and painting skills - Pop Art. Hannah Horn	
Music	Strings - Ukulele		Strings - Ukulele		Strings - Ukulele	
Music Appreciation	Rodrigo & Gabriella	George Gershwin	Giuseppe Verdi	John Williams	Gabriella Lena Frank	Aaron Copeland
PE	Swimming Tag rugby - The focus of the learning is to combine passing and moving to develop ways of creating space to beat an opponent to score a try. OAA (problem solving) - The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication. Pupils will learn why motivating each other is important when working in a team in an unfamiliar	Swimming Gymnastics (bridges) - The focus of the learning is to apply an understanding of excellent gymnastics by developing a sequence, using pair and individual bridges. Health and wellbeing (mindfulness) - The focus of the learning is to understand the importance of being coordinated. Pupils will perform a circuit to develop their application and understanding of coordination.	Swimming Dance (space) - Pupils will create a performance, which will included stage presence, timing, rhythm and sustaining character.	Swimming Rounders - Pupils will develop their fielding skills and understand where fielders can position themselves to prevent the batter from scoring.	Swimming Quidditch - Pupils will continue to develop the movement skills and understanding that a Keeper must use as well as developing their ability to block and prevent successful shots.	Swimming Athletics - The focus of the learning is to explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.

	environment.					
PSHE	Relationships		Living in the Wider World		Health & Wellbeing	
RE	L2.7: How is faith expressed in Hindu communities and traditions?	L2.11: What are the deeper meanings of the festivals?	L2.6: How do festivals and family life show what matters to Jewish people?	L2.4: What kind of world did Jesus want?	L2.10: What is the impact of pentecost?	L2.12: How and why do people try to make the world a better place?
PSHE	Relationships		Living in the Wider World		Health & Wellbeing	
French	Months; 1-31; dates Animals and adjectives		Family members Pets		Likes and dislikes - hobbies All About Me	
Trips / Visits					Tring Museum	Residential

LTP - Year Five

Yr 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Europe	Inventions	Ancient Greeks		Shakespeare	Biomes of the World
Topic Project Outcome	European countries - create a mini atlas based on these countries	Mechanical Toy	Greek Olympic day	Greek pots	Perform Macbeth	Fact file about Biomes
Book Spine Text	The Silver Sword	Hugo Cabret	Percy Jackson & the Lightning Thief		Macbeth	The Boy at the back of the class
				FaRther (Book Week)		
Science	Enquiry Games Changing materials	Investigations linked to changing materials	Materials and properties-	Lights	Electricity	Animals, including humans
ICT across the curriculum		Create game linked to Hugo Cabret	PSHE Relationships Education for a Connected World	Reports about Ancient Greece PE- Collect and present Olympic data Science & Maths links	Plan a presentation, combine from a range of sources, organise and refine to suit purpose	Google maps to recap on continents, oceans, and the main countries of the world.
Computing	Programming Coding	Technology in our lives Game Creator	Online Safety	Programming 2 J2 Code	Handling Data Databases	Multimedia Concept Maps
Design & Technology		Toys - mechanical systems (Automata) - gears and cams Potentially merge with summer term. Add an electrical component.	Food tech - celebrating culture & season		PDM a toy that uses an electrical circuit possible merge with autumn term	

Geography	Europe, concentrating on environmental regions, key physical and human characteristics, countries and cities.		Where is modern Greece? Map and digital atlas work.		Habitats around the world and the animals that live there. Use atlases to locate the areas and what causes the different habitats. Recap on continents, oceans, main countries of the world.
History	European history Including a focus on WW2		Ancient Greece. A study of Greek life/achievements and their influence on the Western World.	Tudor life through Shakespeare	
Art & Design		Paul Cezanne - still life drawing - link to Hugo	Artist: Greek Sculptors: What they can tell us about the past. Art History skills Sculpture: Clay (pots)- Sculpture	Hans Holbein - how would you like to be perceived in a painting?	Create a collage of Biomes including environment and animals. Colour blending techniques.
Music	Pocket Trumpet		Pocket Trumpet		Pocket Trumpet
Music Appreciation	Glenn Miller	Wolfgang Amedeus Mozart	Dizzy Gillespie	Andrew Lloyd Webber	William Byrd
					Abba
PE	Football - Pupils should be able to apply their prior learning of passing and dribbling to move the ball up the pitch, creating an attack that results in a successful shooting opportunity. Pupils will begin to develop	Dance (the circus) - The focus of the learning is to finalise and perform our circus routine. Pupils will be able to peer assess each others' work, making valid evaluations on performance, choreography, stage presence, timing, rhythm and sustaining character.	Dance (Greeks) - Pupils will create a performance which will include stage presence, timing, rhythm and sustaining character. Gymnastics (counter balance and counter tensions) - The focus of the learning is to perform their completed sequences. One pair at a time will	Health related exercise - Pupils will perform an aerobic fitness circuit developing their own aerobic fitness. Pupils will record their scores and compare their scores with their initial fitness assessment scores. Netball - Pupils will learn where and why other passing styles will be effective. For example	Athletics (throwing and jumping) - Pupils will learn how to throw a range of equipment and how they can use their bodies to throw with greater distance. The focus of the learning is to explore how we can use our bodies to jump as far as
					Athletics (running) - The focus of the learning is to continue to explore pacing and running for distance. The focus of the learning is to apply pupils' understanding and application of running for speed, into running as part of a team. Cricket - The focus of the learning is to refine batting creating and

	<p>an understanding of the rules (laws) of football and will start to take responsibility for officiating their own games.</p> <p>OAA (orienteering) - The focus of the learning is to challenge pupils to orientate a map and locate points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.</p>	<p>Hockey - Pupils will refine their defending (marking, tackling and blocking) skills applying defending tactics during a game to prevent attacking opportunities. Pupils will develop an understanding that once they regain possession of the ball they become attackers. Pupils should then be able to apply prior learning of passing, dribbling and moving to create an attack that results in a shooting opportunity.</p>	<p>perform and their partner pair will complete the assessment sheet. This is also time for teacher assessment and pupils to experience performing their work.</p>	<p>the shoulder and bounce passes.</p>	<p>possible, using a combination of jumps, in particular hop, skip and jump. Tennis - The focus of the learning is to look at how the game changes when we play in pairs (doubles). Pupils will apply their prior learning of how they can win a point whilst playing with a partner.</p>	<p>applying batting tactics into game scenarios. Pupils will understand how their role as a batter changes depending on the game situation.</p>
PSHE	Living in the Wider World		Relationships		Health & Wellbeing	
RE	U2.10: What will make our community a more respectful place?	U2.9: Justice and poverty: why does faith make a difference?	U2.1: What does it mean if Christians believe God is holy and loving?	U2.5: How do Christians decide how to live? 'What would Jesus do?'	U2.7: What helps Hindu people as they try to be good?	U2.12: How does faith enable resilience?
Trips / Visits	Wardown Museum - WW2 workshop	John Parum - CAMs talk	The British Museum		Young Shakespeare company production - Midsummer Night's Dream	Zoo
French	School subjects	Classroom objects	Weather	Weather and Hobbies	Places in town	Shopping 1-60

LTP - Year Six

Yr 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Earth & Space		Africa		All about ME!	
Topic Project Outcome	SPACE: Paper Mache Models			African Venn Diagram		Memory book Self Portrait and Easel.
Book Spine Text	The Boy in the Tower	Cogheart Christmas Carol	Journey to Jo'burg	The Arrival	Beetle Boy	Beetle Boy Going Solo / Boy
Science	Earth & Space - Movement of bodies & day and night, gravity.	Forces - gravity, resistances and friction, levers, pulleys and gears.	All Living Things - Classification - link to Africa	Evolution and inheritance (fossils, offspring and adaptation)	Animals, including Humans - circulatory system, impact of diet & transport of water/nutrients	
ICT across the curriculum			Researching African Animals Photography and recording of information and images at the zoo		Researching Jobs and Wages in Maths	Spreadsheets (Covered in maths)
Computing	Technology in our lives Blogging	Programming Coding	Online Safety	Programming 2 Quizzing	Multimedia Binary/Revision Activities	Handling Data Text Adventures Networks Spreadsheets (Covered in Maths)
Design & Technology	Textiles Papier Mache - Combining different materials with different pastes.		Food Celebrating culture: Create a meal using an African recipe.			Structures Frame structures Mechanical Systems sawing, cutting and attaching Creating an easel for

						our art.
Geography		A local study based on the airport and pollution - Geography Fieldwork - local maps, grid references	Africa: latitude, longitude, equator, hemispheres, the tropics, circles. Geography Skills - maps, atlases, globes and digital mapping			
History	The moon landings - the history of space exploration (Covered within Science)			Non-european society that provides contrast with British History - Benin (West Africa) c. AD 900 - 1300.		
Art & Design	3-D Modelling Papier Mache planets		Paint: Watercolours with perspective & mood.- African Landscapes & Arrival Imagery.			Painting: Portraits - investigate how people are represented
Music	Percussion		Percussion		Percussion	
Music Appreciation	Gustav Holst	Ella Fitzgerald	William Grant Still	Stevie Wonder	David Bowie	Modest Mussorgsky -
PE	Tag rugby - The focus of the learning is to develop an understanding of basic defending tactics and formations, which can be applied to prevent the attackers from scoring. Netball - The focus of the learning is to consolidate pupils	OAA - Leadership - Pupils will understand that the equipment used will have an effect on the task as a whole. Pupils will take responsibility to lead a game / activity applying their prior learning of the STEP principle. Gymnastics (matching and mirroring) - The focus of the learning is for pupils to perform their completed	Hockey - The focus of the learning is to consolidate the pupils understanding of defensive tactics applying them into game situations. Pupils should be able to apply their prior learning of defending to create effective tactics that will prevent attacking opportunities.	Health related exercise - The focus of the learning is to develop pupils' understanding of aerobic fitness and how exercise affects our bodies. Pupils will perform an aerobic fitness circuit developing their own aerobic fitness. Football - The focus of the learning is to refine attacking skills. Pupils should have a clear	Athletics (throwing and jumping) - The focus of learning is to consolidate game play considering when, where and why pupils are playing a shot to win a point. Tennis - Pupils will learn how to throw a range of equipment and how they can use their bodies to throw with greater distance. The focus of the	Rounders - The focus of the learning is to consider tactics which batters can apply during the game. Athletics (competition) - The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.

	understanding of attacking and defending tactics applying them to Stinger netball games.	sequences. Pupils should apply two matching and two mirroring movements in any order.	Dance (prejudice and discrimination) - The purpose of the learning is to bring together pupils' work on emotion and choreograph a final performance.	understanding of when, where and why they apply these skills during a game. Pupils should be able to apply their prior learning of passing and dribbling to move the ball up the pitch, creating an attack that results in a successful shooting opportunity. Pupils will begin to develop an understanding of the rules (laws) of football and will start to take responsibility for officiating their own games.	learning is to explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.	
PSHE	Living in the Wider World		Relationships		Health & Wellbeing	
RE	U2.8: How is faith expressed in Islam? Termly	U2.6: What do Christians believe Jesus did to 'save' people? Day	U2.2: Creation and Science: conflicting or complementary? Termly	U2.4 How do some people inspire others? Day	U2.11: Why do some people believe in God and some people not? Day	U2.3: Values: what matters most to Humanists and Christians? Termly
Trips / Visits	Residential		The Zoo. African Animals & Zoo Keeper Or visit to school by (reptiles/etc)		End of year trip - first week of term to include train/portrait gallery/walk along river/bridge/see st Pauls	End of Year Trip. Wardown Park.
French	Simple Future tense		Instructions/Recipes(Benin) & 1-200		My opinion about school uniform	

Progression Framework for Art

Key - CORE SKILLS

Red = Drawing

Blue = Painting

Green = Sculpture

Purple = Scissor skills

Year R		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Holding pencils and felt tips. ● Fine motor skills along with the cross motor skills to support muscle control. 	<ul style="list-style-type: none"> ● Experiment with a variety of media: pencils, felt tips, ball point pens, crayons and chalk. ● Use drawings to tell a story and encourage more accurate drawings of people, investigating different lines. ● Use a variety of different brush sizes for different purposes. ● Develop fine motor skills by experimenting with play dough, mud and clay - kneading, pitching, rolling and twisting. Share ideas, experiences and imagination. ● Experiment with constructing and joining recycled materials. ● Holding a pair of scissors correctly 	<ul style="list-style-type: none"> ● Identify the primary colours ● Hold scissors correctly and cut accurately along a straight line and curved lines.

Year 1		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Experiment with a variety of media: pencils, felt tips, ball point pens, crayons and chalk. ● Use a variety of tools and techniques- brush sizes and types, sticks, fingers. ● Hold scissors correctly 	<ul style="list-style-type: none"> ● Develop control of different mark making with a range of media- eg: straight, curved, squiggly, thick and thin lines and using different pressure on the surface to create soft and hard lines. ● Practise drawing on different surfaces. ● Choose and begin to mix paints to match objects and artefacts. 	<ul style="list-style-type: none"> ● Make careful observation drawings of objects. ● Identify and name the primary colours. ● Experiment with adding texture to paint, eg: sand, sawdust, glue, flour.

	<ul style="list-style-type: none"> Experiment with constructing and joining recycled, natural and produced materials. Discuss, develop and share ideas. Cut accurately along straight and curved lines. 	
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Year 2		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> Practise drawing on different surfaces. Use a variety of tools and techniques- brush sizes and types, sticks, fingers. Mix paints to match objects and artefacts. Constructing and joining materials Cut accurately along straight and curved lines. 	<ul style="list-style-type: none"> Continue to develop and control the types of marks made with a variety of media eg. pencils, rubbers, pastels, felt tips, charcoal, ballpoints and chalk Make careful observation drawings of objects. Experiment with tools and techniques e.g. layering, mixing media, scraping through Experiment with and manipulate mouldable materials for a purpose eg. Pot or tile using some techniques such as rolling, kneading, pinching, twisting. Cut out irregular shapes and jagged edges. 	<ul style="list-style-type: none"> Use different pencil pressures for effect. Mix tints and shades of colours Change the surface of a mouldable material e.g. build a textured tile

Year 3		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> Develop and control the types of marks made with different media Make careful observation drawings of objects Experiment with working on a range of scales and using brushes of different size. Add surface texture and patterns to clay. Accurately cut out irregular shapes and jagged edges 	<ul style="list-style-type: none"> Investigate tone by drawing light/dark lines (considering pencil pressure), patterns and shape Investigate textures by describing, naming, rubbing and copying. Use a range of brushes to create different effects and textures. Recognise the primary colours and the secondary colours they make. Understand what happens to paint when you add more of one hue than another. Plan, design and make sculptures from observation and imagination. 	<ul style="list-style-type: none"> Name, match and draw lines/marks from observations and invent new lines Start to explore 3D drawing Understand the terms hue, shade and tint and be able to change colours using white and black paint.

Year 4		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Make your own choices to experiment with different grades of pencil and other implements to create lines and marks. ● Recognise the primary colours and the secondary colours they make. Understand what happens to paint when you add more of one hue than another. ● Plan and design models from observation or imagination. ● Consolidate previous cutting skills 	<ul style="list-style-type: none"> ● Experiment with ways in which surface details can be added to drawings (eg. line depth, colour blending etc) ● Draw for increasing periods of time with more attention to detail, using sketch books to collect and record visual information from different sources, and explain through annotation. ● Experiment with different effects and textures including blocking in colour, washes, thickened paint, creating textual effects ● Use more specific colour vocabulary: eg. hue, shade and tint, mix to create new colours (including with white and black paint) ● Join clay and construct a simple base, extending by creating surface patterns and textures in moldable material. 	<ul style="list-style-type: none"> ● Begin to show an awareness of objects having a third dimension. ● Use shading to show shadows and reflections on 3D shapes. ● Experiment to achieve variations in tone. ● Start to experiment with colours to see which work well together, which mix to create vibrant or interesting shades

Year 5		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Develop ways in which surface details can be added to drawings ● Use more specific colour vocabulary. ● Plan a sculpture through drawing and other preparatory work. ● Consolidate previous cutting skills 	<ul style="list-style-type: none"> ● Work from a range of sources: observation (using viewfinders to focus on detail), photographs and digital images. ● Create lines and marks using a range of dry media (charcoal, sketching pencils, pastels, colouring pencils, chalks) and wet media (watercolour pencils, felt pens and drawing pens), and explore colour mixing and blending with coloured pencils. ● To understand and identify primary, secondary, complimentary and contrasting colours. ● Mix and match colours to create atmosphere and light effects 	<ul style="list-style-type: none"> ● Begin to select sketching techniques, colour mixing to incorporate into their own work for effect. ● Begin to develop an awareness of composition (fore, middle and back grounds, scale, proportion). ● Use preliminary drawings to create a painting, explaining how desired effects can be created ● Add intricate patterns and textures to moldable materials.

	<ul style="list-style-type: none"> ● Use their imagination and observation to shape, form, model and construct, using natural, recycled and man-made materials 	
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Year 6		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Continue to work for sustained periods to produce detailed drawings, potentially with the use of viewfinders. ● Use a mix of materials to create lines and marks using a range of dry media (charcoal, sketching pencils, pastels, colouring pencils, chalks) and wet media (watercolour pencils, felt pens and drawing pens). ● Mix and match colours to create atmosphere and light effects ● Use their imagination and observation to shape, form, model and construct, using natural, recycled and man-made materials. ● Consolidate previous cutting skills 	<ul style="list-style-type: none"> ● Begin to look at perspective in drawings ● Develop an understanding of how to show shadow and light in drawings, developing a sense of form and depth. ● Use preliminary drawings to create a painting. ● Experiment with mixing tints, tones and shades of colour to create moods and feelings within their painting. ● Add intricate patterns and textures to moldable materials. Include extending 3D models by joining materials in a variety of ways- joining clay using slip, sewing, etc. 	<ul style="list-style-type: none"> ● Work from a variety of sources, making careful observations- digital, first hand experiences and photographs. ● Can show the effect of light and colour, texture and tone on natural and manmade objects. ● Use papier mache to create 3D objects

Progression Framework for Computing

Online Safety
 Programming
 Handling data
 Multimedia
 Technology in our lives

Year R		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. Seeks to acquire basic skills in turning on and operating equipment. 	<ul style="list-style-type: none"> Be kind to others and use technology carefully. Make a floor robot move. Talk about different kinds of information such as pictures, video, text and sound Use technology to show learning. Operate simple equipment. 	<ul style="list-style-type: none"> Find out about and use a range of everyday technology. Select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train

Year 1		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> Be kind to others and use technology carefully. Make a floor robot move. Talk about different kinds of information Use technology to show learning. 	<ul style="list-style-type: none"> Understand what personal information is. Begin to use software/apps to create movement and patterns on a screen. Use technology to collect information, including photos, video and sound. Use the keyboard or a word bank on my device to enter text. Begin to identify some of the benefits of using technology. 	<ul style="list-style-type: none"> Demonstrate an understanding of the importance of online safety using their own private usernames and passwords. Take ownership of their work and save this in their own private space. Consider a variety of factors when coding including the way that the program is designed.

Year 2		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> Understand what personal information is 	<ul style="list-style-type: none"> Explain the need to keep passwords and personal information private. 	<ul style="list-style-type: none"> Share work using the display board and begin to understand how things are shared electronically Explain and give examples that an algorithm is a set of instructions to complete a specific task.

<ul style="list-style-type: none"> ● Use technology to collect information ● Use the keyboard or a word bank on my device ● Begin to identify some of the benefits of using technology. 	<ul style="list-style-type: none"> ● Talk about why it is important to be kind and polite online and in real life. ● Program a robot or software to do a particular task and spot where it goes wrong so that it can be debugged. ● Discuss the different ways to use technology to collect information, including a camera, microscope or sound recorder. ● Use the keyboard on my device to add, delete and space text for others to read. ● Identify the benefits of using technology including finding information, creating and communicating. 	
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Year 3		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Explain the need to keep passwords and personal information private. ● Talk about why it is important to be kind and polite online and in real life. ● Program software to do a particular task and spot where it goes wrong so that it can be debugged. ● Identify the benefits of using technology including finding information, creating and communicating 	<ul style="list-style-type: none"> ● Protect personal information when online. ● Recognise age appropriate websites and games. ● Put programming commands into a sequence to achieve a specific outcome. ● Keep testing programs and can recognise when it needs to be debugged. ● Search a ready-made database to answer questions. ● Combine a mixture of text, graphics and sound to share ideas and learning. ● Recognise ways to communicate with others online. 	<ul style="list-style-type: none"> ● ‘Read others’ code and predict what will happen in a program which helps them to correct error.

Year 4		
Consolidate	Introduce	Advance

<ul style="list-style-type: none"> ● Protect personal information when online. ● Keep testing programs and recognise when it needs to be debugged. 	<ul style="list-style-type: none"> ● Discuss ways to stay protected online and keep friends from harm online. Know that anything posted online can be seen by others. ● Use an efficient procedure to simplify a program. ● Understand the need to keep testing a program whilst putting it together. ● Choose the best way to present data to others. ● Use a keyboard confidently and make use of a spellchecker to write ● Think about the reliability of information on the World Wide Web. 	<ul style="list-style-type: none"> ● Demonstrate making connections between the positive possibilities that technology provides e.g. collaboration and sharing and the possible downsides of this such as malware and phishing. ● Attempt to turn increasingly complex real-life situations into algorithms for a program by deconstructing the situation into manageable parts
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Year 5		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Discuss ways to stay protected online and keep friends from harm online. Know that anything posted online can be seen by others. ● Understand the need to keep testing a program whilst putting it together. 	<ul style="list-style-type: none"> ● Explain the need to protect themselves and friends and the best ways to do this, including reporting concerns to an adult. ● Explain the importance of communicating kindly and respectfully. ● Use a variable to increase programming possibilities. ● Use logical reasoning to detect and debug mistakes in a program. ● Choose an appropriate tool to help collect data. ● Select, use and combine the appropriate technology tools to create effects that will have an impact on others. ● Use different online communication tools for different purposes. 	<ul style="list-style-type: none"> ● Developing a deeper understanding of the interaction of the positive benefits and negative risks of innovative technology. Take advantage of these technologies in work but be mindful of protecting themselves and others from harm. ● 'Read' others' code and predict what will happen in a program to correct errors

Year 6		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Explain the need to protect themselves and friends and the best ways 	<ul style="list-style-type: none"> ● Support friends to protect themselves and make good choices online, including reporting concerns to an adult. 	<ul style="list-style-type: none"> ● Have an internalised in-depth understanding of the risks and benefits of an online presence. Actions demonstrate a responsibility to others when communicating and sharing content online. Feel

<p>to do this, including reporting concerns to an adult.</p> <ul style="list-style-type: none"> • Use logical reasoning to detect and debug mistakes in a program. • Use different online communication tools for different purposes. 	<ul style="list-style-type: none"> • Explain the consequences to themselves and others of not communicating kindly and respectfully. • Evaluate the effectiveness and efficiency of algorithms while continually testing the programming of that algorithm. • Use logical reasoning to detect and correct errors in algorithms and programs • Use the skills developed to interrogate a database. • Be digitally discerning when evaluating the effectiveness of your own work and the work of others. • Select an appropriate tool to communicate and collaborate online. 	<p>confident in having strategies to help promote a positive online image of themselves and deal with issues that might arise in the future.</p> <ul style="list-style-type: none"> • Test and debug their program as they go and can use logical methods to identify the approximate cause of any bugs then test systematically to identify the specific line of code that is causing the problem.
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Progression framework for Design & Technology

Red = Design

Blue = Make

Green = Evaluate

Purple = Technical Knowledge

Yellow = Cooking & Nutrition

Year R		
Consolidate	Introduce	Advance
	<ul style="list-style-type: none"> • State what products they are making • Suggest materials they would like to use • Explain reasons why they like or dislike something • Give their ideas on how and why things work/move 	

Year 1		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> • State what products are being made and what they are for • Plan by suggesting what to do next • Talk about their design ideas and what they are making • Know about the simple working characteristics of materials and components 	<ul style="list-style-type: none"> • Use knowledge of existing products to help come up with ideas and use simple design criteria to develop these • Select from a range of tools, equipment and materials, explaining their choices, to assemble, join and combine these materials/components • Explore how products work and make simple judgements about their own products • Know how freestanding structures can be made stronger, stiffer and more stable • How to prepare simple dishes safely and hygienically, focusing on techniques such as cutting 	<ul style="list-style-type: none"> • Model ideas by exploring materials, components and construction kits and by making templates and mockups • Measure, mark out, cut and shape materials and components • Use the correct technical vocabulary for the projects they are undertaking

Year 2		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> • Use knowledge of existing products to help come up with ideas and use simple design criteria to develop these • Select from a range of tools, equipment and materials, explaining their choices 	<ul style="list-style-type: none"> • Develop and communicate ideas by talking and drawing, stating what products they are making, what they are for, how they will work and whether their product is for themselves or other users 	<ul style="list-style-type: none"> • Say how they will make their products suitable for their intended audience • Use finishing techniques, including those from art and design • Explore what materials products are made from

<ul style="list-style-type: none"> ● Make simple judgements about their products and ideas against design criteria ● Use the correct technical vocabulary for the projects they are undertaking ● Prepare simple dishes safely and hygienically 	<ul style="list-style-type: none"> ● Assemble, join and combine carefully chosen materials/components using a range of techniques and methods ● Suggest ways in which their projects could be improved ● Explore the movement of simple mechanisms such as levers, sliders, wheels and axles ● Develop techniques such as cutting, peeling and grating 	
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Year 3		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Explain how particular parts of their product work ● Assemble, join and combine materials and components with some accuracy ● Use the correct technical vocabulary for the projects they are undertaking 	<ul style="list-style-type: none"> ● Generate realistic ideas, focusing on the needs of the user and make design decisions that take account of the availability of resources ● Use a wider range of materials and components and measure, mark out, cut and shape materials with more accuracy ● Identify the strengths and areas for development in their ideas and products ● Understand that materials have both functional properties and aesthetic qualities ● Introduce further techniques such as peeling, chopping, slicing and grating when preparing their food 	<ul style="list-style-type: none"> ● Use annotated sketches to develop and communicate their ideas ● Explain their choice of materials and components according to functional properties and aesthetic qualities ● Use their design criteria to evaluate their completed products ● Know how to make strong, stiff shell structures

Year 4		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Generate realistic ideas, focusing on the needs of the user and make design decisions that take account of the availability of resources ● Use a wider range of materials and components and measure, mark out, cut and shape materials with more accuracy ● Identify the strengths and areas for development in their ideas and products 	<ul style="list-style-type: none"> ● Indicate the design features of their products, and use cross-sectional drawings and exploded diagrams to develop and communicate their ideas ● Select tools and equipment suitable for the task, explaining their choices in relation to the skills and techniques they will be using ● Refer to their design criteria as they design and make, considering if any changes/adaptations are required ● Discover how mechanical systems such as levers and linkages or pneumatic systems create movement ● Use techniques such as mixing, spreading, kneading and baking 	<ul style="list-style-type: none"> ● Model their ideas using prototypes and pattern pieces ● With increased precision and accuracy, measure, mark out, cut, assemble, join and combine materials and components ● Explore how well products have been designed and made and critique these ● Find out how simple electrical circuits and components can be used to create functional products ● Know that food is reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world

Year 5		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Develop a simple design specification to guide their thinking ● Select tools and equipment suitable for the task, explaining their choices in relation to the skills and techniques they will be using ● Identify the strengths and areas for development in their ideas and products whilst also considering the views of others to improve their work ● Use correct technical vocabulary for the projects they are undertaking 	<ul style="list-style-type: none"> ● Generate realistic ideas using annotated sketches to develop and communicate ideas, focusing on the needs of the user as well as taking into account the availability and ease of access to resources ● Formulate step-by-step plans as a guide to making and use techniques that also involve a number of steps (increased complexity of making and joining skills) ● Critically evaluate the quality of design, manufacture and fitness for purpose of their products as they design and make ● Know how mechanical systems such as cams or pulleys or gears create movement ● Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, use of a heat source and use a range of techniques such as peeling, chopping, slicing and grating 	<ul style="list-style-type: none"> ● Demonstrate resourcefulness when tackling practical problems ● Incorporate learning from science and maths to help design and make products that work ● Understand that recipes can be adapted to change the appearance, taste, texture and aroma

Year 6		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Generate realistic ideas, focusing on the needs of the user, and make design decisions that take into account the availability of resources ● Select tools, equipment, materials and components suitable for the task, explaining choices according to functional properties and aesthetical qualities ● Explore what impact products have beyond their intended purpose ● Use the correct technical vocabulary for the projects they are undertaking 	<ul style="list-style-type: none"> ● Carry out research using surveys, interviews, questionnaires and web-based resources which identify the needs, wants, preferences and values of particular individuals and groups ● Accurately measure, mark out, cut and shape materials/components, applying a range of finishing techniques including those from art and design ● Evaluate ideas and products against original design specifications ● Use learning from science and maths to help design and make products that work ● Understand that recipes can be adapted to change the appearance, taste, texture and aroma 	<ul style="list-style-type: none"> ● Use computer-aided design to develop and communicate ideas ● Demonstrate resourcefulness when tackling practical problems ● Know that materials can be combined and mixed to create more useful characteristics

Progression Framework for MFL - French

- Speaking
- Listening
- Reading
- Writing

Year 3		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Repeat a few words and short, simple phrases ● Understand a few familiar spoken words ● Recognise a few familiar words & phrases ● Copy simple words & symbols 	<ul style="list-style-type: none"> ● Say a few words and short, simple phrases ● Understand a few familiar spoken words & phrases ● Recognise & read out loud a few familiar words & phrases ● write simple words & symbols; fill in words on a simple form 	<ul style="list-style-type: none"> ● Answer simple questions & give basic information ● Understand a range of familiar spoken phrases ● Understand familiar written phrases ● write one or two short sentences to a model

Year 4		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Answer simple questions & give basic information ● Understand a range of familiar spoken phrases ● Understand familiar written phrases ● write one or two short sentences to a model 	<ul style="list-style-type: none"> ● Ask & answer simple questions ● Understand the main points from a short, spoken passage ● Understand the main points from a short written text ● write one or two sentences with support using expressions already learned 	<ul style="list-style-type: none"> ● Ask & answer simple questions and talk about interests ● Understand the main points & identify some basic details (e.g adjectives) in a short, spoken passage ● Understand the main points & start to identify some detail from a short written text ● Write several sentences with support using expressions already learned

Year 5		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Ask & answer simple questions and talk about interests ● Understand the main points & identify some basic details (e.g adjectives) in a short, spoken passage ● Understand the main points & start to identify some detail from a short written text ● Write several sentences with support using expressions already learned 	<ul style="list-style-type: none"> ● Take part in a simple conversation ● Understand the main points & some of the detail from a short, spoken passage ● Understand the main points & some detail from a short written text ● Write a few sentences on a familiar topic. 	<ul style="list-style-type: none"> ● Take part in a simple conversation & express opinions ● Understand the main points & simple opinions of a longer, spoken passage ● Write a short text on a familiar topic, adapting language already learned

Year 6		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> • Take part in a simple conversation & express opinions • Understand the main points & simple opinions of a longer, spoken passage • Understand the main points & some detail from a short written text • Write a short text on a familiar topic, adapting language already learned 	<ul style="list-style-type: none"> • Give a short prepared talk including expressing opinions • Understand texts referring to present and future events • Understand the main points & simple opinions of a longer written text • Write a short text on a range of familiar topics 	<ul style="list-style-type: none"> • Give a short prepared talk including expressing opinions & answering simple questions about it • Understand longer texts & distinguish present or future events • Write a short text on a range of familiar topics, using a greater variety of vocabulary

Progression Framework for Geography

- Location Knowledge
- Place Knowledge
- Human & Physical Geography
- Geographical Skills & Fieldwork

Year R		
Consolidate	Introduce	Advance
	<ul style="list-style-type: none"> ● Look closely at similarities and differences ● Talk about features of own environment and how environments vary ● Know that the environment is influenced by human activity ● Describe some actions which people in their own community do that help to maintain the area they live in ● Understand the local surroundings and where we live 	<ul style="list-style-type: none"> ● Know that where we live (Luton) is in England

Year 1		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Similarities and differences in relation to places (World_ELG) 	<ul style="list-style-type: none"> ● Name and locate the four countries of the British Isles and their capital cities ● Basic geographical vocabulary when describing a place eg. city, town, village, factory, farm, house, shop ● Weather and seasons - knowing where in the world it is cold etc and how the seasons change. Comparing and contrasting these ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> ● Compare England with a contrasting country in the world ● Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies

Year 2		
Consolidate	Introduce	Advance

<ul style="list-style-type: none"> Name and locate the four countries of the British Isles and their capital cities Use of basic geographical vocabulary when describing a place Weather - where in the world is it cold? Use of maps, atlases and globes 	<ul style="list-style-type: none"> Use a globe to locate the continents and oceans of the world Compare a local city/town in England to a contrasting city in a different country Human and physical features - what are these? Compare these between UK and another country Use maps, atlases, globes and digital/computer mapping to locate countries and continents 	<ul style="list-style-type: none"> Weather and climate considering the equator and the north/south poles Further the use of maps, atlases, globes and digital/computer mapping to locate the physical/human features studied
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Year 3		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> Compare a local city/town in England to a contrasting city in a different country Human and physical features - what are these? Use maps, atlases, globes and digital/computer mapping 	<ul style="list-style-type: none"> Critically study the topographical features of the local area (manmade and natural formations. Also identify locations of settlements when studying History) Identify geographical similarities and differences through study of human and physical geography, and observe, measure and record these features for the local area (specific place knowledge) Earthquakes and volcanoes - describe and understand key aspects of these Use maps, atlases, globes and digital/computer mapping to locate countries and features being studied including building knowledge of the four compass points when describing positioning 	<ul style="list-style-type: none"> Types of settlements and their land use - link to history topics Use four figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world

Year 4		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> Locating countries using maps, globes and atlases Identify the settlements and land use of key places being studied 	<ul style="list-style-type: none"> Locate the countries and major cities in North/South America Study the geographical human and physical similarities and differences of the UK and a region in North/South America drawing up comparisons 	<ul style="list-style-type: none"> Explore land use patterns for the areas of study and how these may or may have already changed Consider the impact and limitations that human and physical geographical features had (eg. transport links for Ancient Egypt) on the

	<ul style="list-style-type: none"> ● Study the importance of seasons (Ancient Egypt) and focus on trade links and distribution of natural resources such as food and water ● Develop understanding of symbols and keys when reading maps, and use these to identify features of studied areas 	<p>distribution of natural resources and economic activity</p> <ul style="list-style-type: none"> ● Look at digital and computer mapping to create maps of key areas studied
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Year 5		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Understanding of land use patterns, relating this to new areas of study ● Utilise and develop understanding of 'seasons' when studying climate 	<ul style="list-style-type: none"> ● Study the topographical features of countries in Europe locating the countries and major cities ● Learn, in depth, the key physical features of specific countries including rivers, mountains and climate, and human features relating to cities ● Discuss and compare different climate zones and what impacts on the climate of certain areas ● Use atlases to locate countries and describe features studied 	<ul style="list-style-type: none"> ● Raise questions about hemispheres and consider why and how they may be different ● Explore the impact of everyday life and natural occurrences on global warming, considering the causes for this and its implications

Year 6		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Apply knowledge of topographical features to Year 6 areas of study (local study) ● Further use of more complex maps with keys and symbols 	<ul style="list-style-type: none"> ● Identify the position and significance of the Greenwich Meridian, time zones, lines of longitude and latitude, the tropics, equator and the Circles using maps, atlases and globes ● Relate key physical and human features to the locality of the area of study. Including: population sizes, landmarks, rivers, mountains, rainforests, contrasting regions within one country ● Use maps to locate areas that children think may be biomes eg. very green areas could be rainforests and flat pale ones could be deserts etc. Defend reasoning using knowledge of maps ● Use more complex ordnance survey maps and grid references within a local fieldwork study 	<ul style="list-style-type: none"> ● Study and research the trade links and settlement land use, drawing comparisons and differences between then and now - related to Ancient Benin ● Digital mapping skills for local area study

Progression Framework for History

- Chronological Understanding/Awareness
- Historical Terms
- Key Historical Concepts (knowledge and understanding)
- Historical Enquiry
- Organisation and Communication or Historical Interpretation (only in advance sections)

Year R		
Consolidate	Introduce	Advance
	<ul style="list-style-type: none"> ● To recall events in childrens' recent memory ● To understand what the term 'past' means ● Talk about features of own environment and how environments vary 	<ul style="list-style-type: none"> ● Use pictures to comment on the past

Year 1		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Differentiate between things that happened in the past and present 	<ul style="list-style-type: none"> ● Use timelines to place important events or objects in chronological order ● Use words to describe the passing of time eg. older, newer, now, then, past, yesterday ● Identify some similarities and differences between then and now ● Use sources to find answers to simple questions about the past (stories, pictures, objects) 	<ul style="list-style-type: none"> ● Begin to identify different ways of representing the past (e.g. photos, stories, adults talking about the past) ● Suggest why people in the past did things

Year 2		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> • Use words to describe the passing of time eg. older, newer, now, then, past, yesterday • Identify some similarities and differences between then and now 	<ul style="list-style-type: none"> • Use timelines to place important events, objects and people in chronological order, starting to use dates • Further the use of words and phrases for passing of time, including some key historical terms (eg. recently, before, after, a long time after, and war and peace, nation, monarchy and society) • Compare ways of life in different periods of time • Use a wider range of sources (including online resources and databases) to find information and to help give answers to historical questions and topics 	<ul style="list-style-type: none"> • Use evidence to explain reasons why people in the past may have acted as they did and why events happened • Identify further different ways in which the past is represented (eg. film, plays, fictional and non-fictional accounts)

Year 3		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> • Use timelines to place important events, objects and people in chronological order, starting to use dates • Use a wider range of sources (including online resources and databases) to find information and to help give answers to historical questions and topics 	<ul style="list-style-type: none"> • Use dates when describing events, including BC/BCE and AD/CE, and know where these fit on a timeline • Develop the use of subject/topic specific vocabulary eg. settlement, emperor, invader, civilisation, period, era, age • Identify aspects of life and characteristic features from a period of time and how any of these aspects and features may have changed during a time period • Use a range of sources (primary and secondary) to collect and record information on the past identifying the difference between fact and opinion 	<ul style="list-style-type: none"> • Identify some causes and consequences of key events and people's actions • Present findings and communicate information about the past using: writing, drawing, diagrams, data-handling, role-play, storytelling and ICT

Year 4		
Consolidate	Introduce	Advance

<ul style="list-style-type: none"> Develop the use of subject/topic-specific vocabulary eg. settlement, emperor, invader, civilisation, period, era, age Use a range of sources (primary and secondary) to collect and record information on the past identifying the difference between fact and opinion 	<ul style="list-style-type: none"> Use a timeline to show changes over a period of time using BC/BCE and AD/CE, using dates with increasing accuracy when describing events and people Use more precise words for the passage of time and a wider variety of historical and subject-specific vocabulary (eg. ancient, modern, chronology, change, legacy, empire etc) Suggest how events and people from the past affect life today Ask questions of source materials using 5Ws and evaluate the usefulness of sources 	<ul style="list-style-type: none"> Use evidence to describe aspects of life and characteristic features from a period of time (and explain how any of these aspects and features may have changed during a time period, giving some reasons why these changes may have occurred) Begin to evaluate the usefulness of different sources and identify the difference between primary and secondary sources
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Year 5		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> Suggest how events and people from the past affect life today Ask questions of source materials using 5Ws and evaluate the usefulness of sources 	<ul style="list-style-type: none"> Use a timeline to place local, national and global events, objects and people using dates accurately - including placing the area of study compared to previous areas of study Use vocabulary related to specific periods and investigate own lines of enquiry by posing questions to answer Give main causes and consequences of key events, situations and changes in periods studied considering the legacy that has been left Understand that some evidence from the past is propaganda, bias, opinion or misinformation that affects interpretations of history 	<ul style="list-style-type: none"> Identify periods of continuity and periods of change; make links between events, situations and changes within and across different periods and societies Present detailed, structured and organised information and findings about the past in a variety of ways that shows an awareness of the audience using: writing, drawing, diagrams, data-handling, role-play, storytelling and ICT

Year 6		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> Give main causes and consequences of key events, situations and 	<ul style="list-style-type: none"> Use dates with precision and accuracy, being able to sequence periods of study against previous areas of study 	<ul style="list-style-type: none"> Give clear reasons why there may be different accounts/versions of history and why aspects of the past have been represented in different ways (eg. propaganda, bias, viewpoint)

<p>changes in periods studied considering the legacy that has been left</p> <ul style="list-style-type: none"> ● Understand that some evidence from the past is propaganda, bias, opinion or misinformation that affects interpretations of history 	<ul style="list-style-type: none"> ● Describe events using appropriate words and phrases relating to the passage of time (eg. century, decade, millennia, BC/BCE, AD/CE, ancient, recent, lifetime) and vocabulary related to specific periods, movements and times of change ● Make links between and comparisons of aspects of life and characteristic features to other past societies and periods of history, and describe how events and people from the past affect subsequent periods of history ● Analyse a wide range of sources to collect and record information about the past; link and use such evidence to form own opinions and justify views on the past 	<ul style="list-style-type: none"> ● Select and organise information from several different sources to form and explain opinion, including using dates and subject-specific vocabulary accurately
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Progression Framework for Music

- Learn, Play and Perform
- Inter-related dimensions of music
- Listen and appraise
- History of music

Year R		
Consolidate	Introduce	Advance
	<ul style="list-style-type: none"> ● Learn about the inter-related dimensions of music ● Introduction to singing and chants ● Use movement to express feelings and in response to music heard 	

Year 1		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Revise previous learning of the inter-related dimensions of music ● Revise singing and performance skills learnt so far ● Revise listening and appraisal skills learnt so far 	<ul style="list-style-type: none"> ● Build on learning of the inter-related dimensions of music ● Learn and perform singing and chants and play tuned and untuned instruments musically ● Listen with concentration and understanding to a range of high- quality live and recorded music 	<ul style="list-style-type: none"> ● Give more detailed examples and recognise shades of meaning through the inter-related dimensions of music ● More able to support their peers and to demonstrate skills to others. ● Use the correct musical vocabulary and discuss music in more detail specifying the inter-related dimensions of music.

Year 2		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Revise previous learning of the inter-related dimensions of music 	<ul style="list-style-type: none"> ● Build on learning of the inter-related dimensions of music ● Learn and perform singing and chants and play tuned and untuned instruments musically 	<ul style="list-style-type: none"> ● Give more detailed examples and recognise shades of meaning through the inter-related dimensions of music ● More able to support their peers and to demonstrate skills to others.

<ul style="list-style-type: none"> ● Revise singing and performance skills learnt so far ● Revise listening and appraisal skills learnt so far 	<ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music ● Introduction to the history of music 	<ul style="list-style-type: none"> ● Use the correct musical vocabulary and discuss music in more detail specifying the inter-related dimensions of music.
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Year 3		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Revise learning of the inter-related dimensions of music ● Revise singing and performance skills learnt so far ● Revise listening and appraisal skills learnt so far ● Revise knowledge of the history of music learnt so far 	<ul style="list-style-type: none"> ● Revise in greater detail the inter-related dimensions of music ● Children to take part in WSET Music Mix - an introduction to playing the Ukulele, Pocket trumpet, Boomwhackers and Djembe, styles of music, musical genres, notation, ensemble skills, listening, composing and performing. ● Take part in singing activities. ● Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians ● Develop an understanding of the history of music 	<ul style="list-style-type: none"> ● Give more detailed examples and recognise shades of meaning through the inter-related dimensions of music ● More able to support their peers and to demonstrate skills to others. ● Use the correct musical vocabulary and discuss music in more detail specifying the inter-related dimensions of music.

Year 4		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> • Revise learning of the inter-related dimensions of music • Revise learning of chords and notes learnt in Year 3 • Revise listening and appraisal skills learnt so far • Revise knowledge of the history of music learnt so far 	<ul style="list-style-type: none"> • Embed their musical knowledge and understanding of the interrelated dimensions of music • Pupils learn how to play the Ukulele in much more depth, understanding technique, learning to follow notation if necessary, extending their ensemble skills, learning how to play together, listening, performing and composing and building on their musical understanding and appreciation. • Pupils will sing songs, develop the skill of singing together and play music games. • Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians • Develop and embed an understanding of the history of music 	<ul style="list-style-type: none"> • Give more detailed examples and recognise shades of meaning through the inter-related dimensions of music • More able to support their peers and to demonstrate skills to others. • Use the correct musical vocabulary and discuss music in more detail specifying the inter-related dimensions of music.

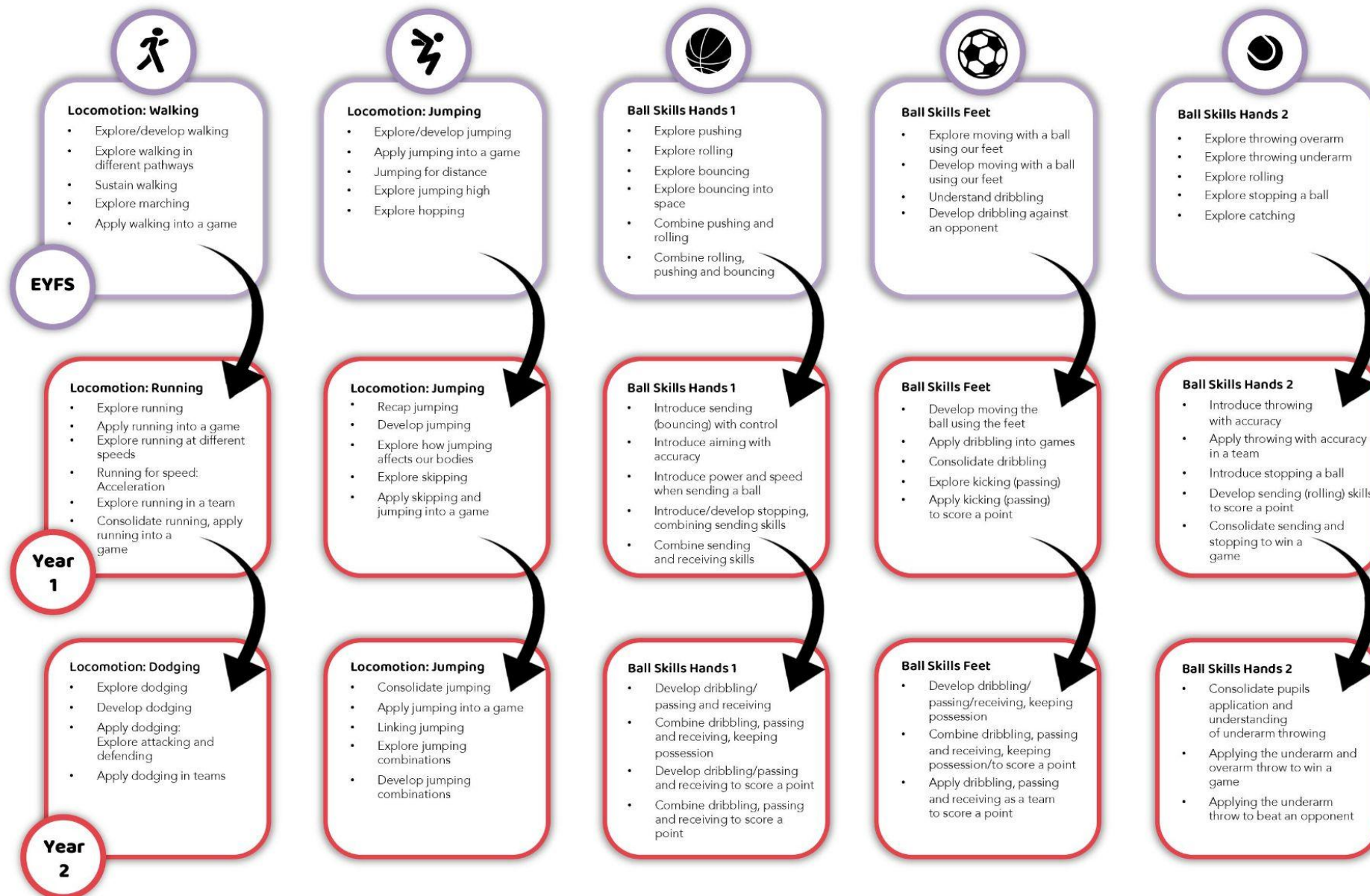
Year 5		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> • Revise learning of the inter-related dimensions of music • Revise learning of notes and embouchure formation learnt in Year 3 • Revise listening and appraisal skills learnt so far 	<ul style="list-style-type: none"> • Extend their musical knowledge and understanding of the interrelated dimensions of music • Following on from learning the pocket trumpet 	<ul style="list-style-type: none"> • Give more detailed examples and recognise shades of meaning through the inter-related dimensions of music • More able to support their peers and to demonstrate skills to others. • Use the correct musical vocabulary and discuss music in more detail specifying the inter-related dimensions of music.

<ul style="list-style-type: none"> ● Revise knowledge of the history of music learnt so far 	<p>in year 3, pupils will learn how to progress on the Pocket Trumpet in much more depth and with more technique. They will explore how to play as an ensemble and in parts, learn how to make a rich sound and work to create more strength in their embouchure.</p> <ul style="list-style-type: none"> ● Pupils will sing songs, develop the skill of singing together and play music games. ● Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians ● Listen with attention to detail and recall sounds with increasing aural memory ● To listen carefully and recall motives ● Extend their understanding of the history of music 	
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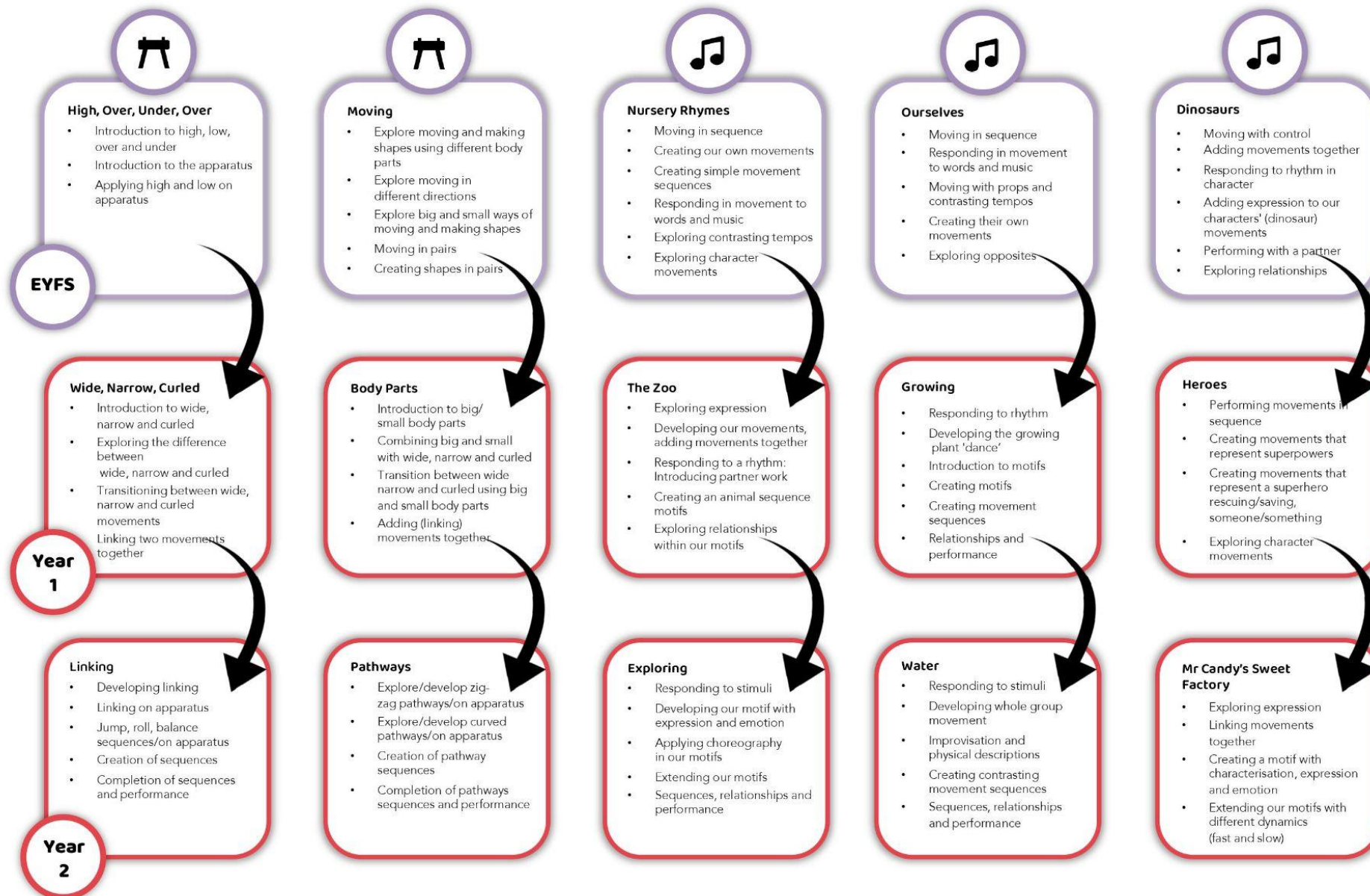
Year 6		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Revise learning of the inter-related dimensions of music ● Revise learning of percussion skills learnt in Year 3 ● Revise listening and appraisal skills learnt so far ● Revise knowledge of the history of music learnt so far 	<ul style="list-style-type: none"> ● Build on the musical knowledge and understanding of the interrelated dimensions of music with deeper learning ● By playing Boomwhackers & Djembe, pupils will have a full percussion experience, building on their ensemble skills, understanding drums and rhythms from different cultures around the world, creating a percussion ensemble as a class with multi-layered skills. They will be listening, performing, composing, and building on their musical understanding and appreciation. ● Pupils will sing songs, develop the skill of singing together and play music games. 	<ul style="list-style-type: none"> ● Give more detailed examples and recognise shades of meaning through the inter-related dimensions of music ● More able to support their peers and to demonstrate skills to others. ● Use the correct musical vocabulary and discuss music in more detail specifying the inter-related dimensions of music.

	<ul style="list-style-type: none"> ● Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians ● Listen with attention to detail and recall sounds with increasing aural memory ● To listen carefully and recall motives ● Demonstrate a deeper understanding of the history of music 	
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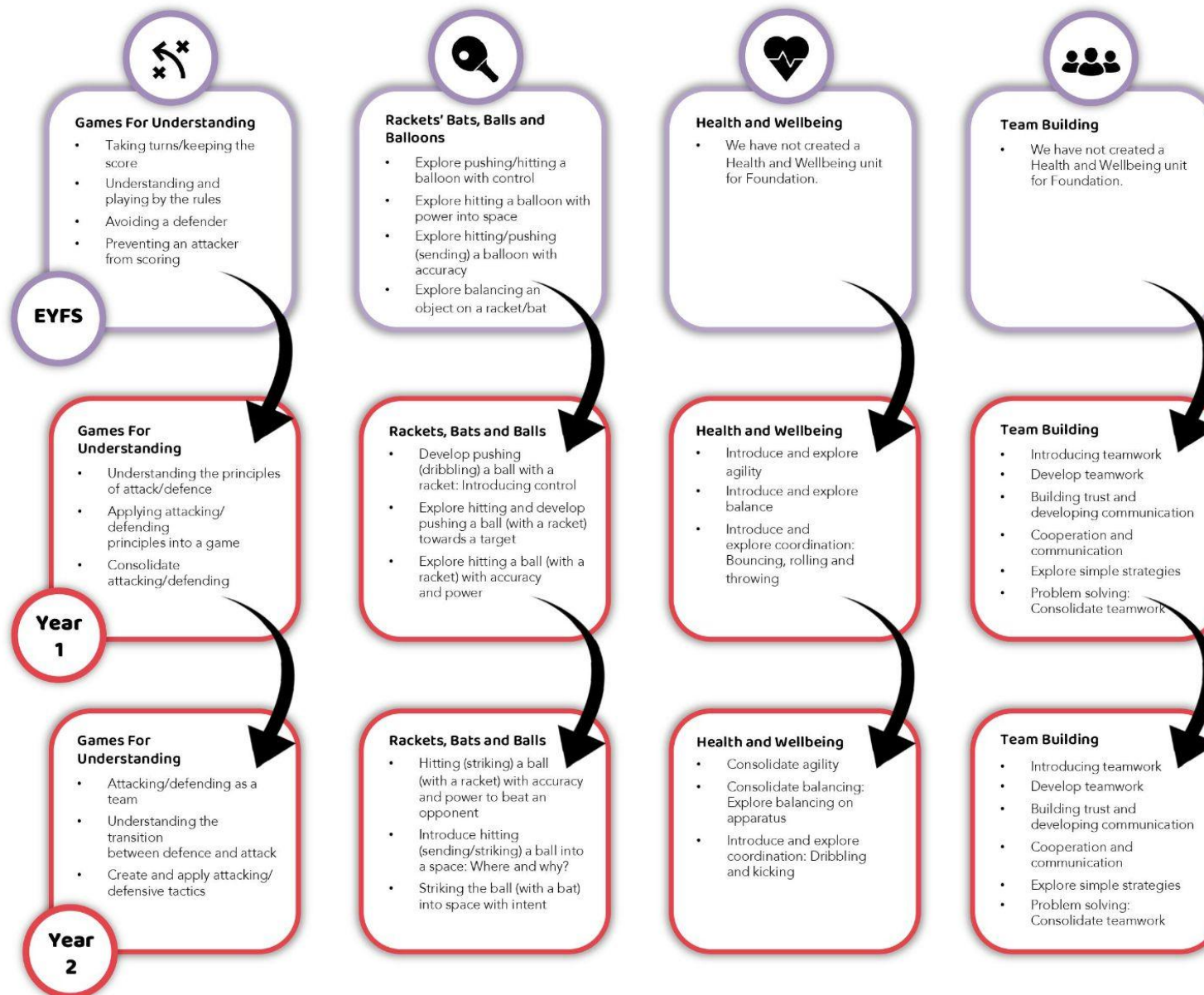
Progression Framework for Physical Education



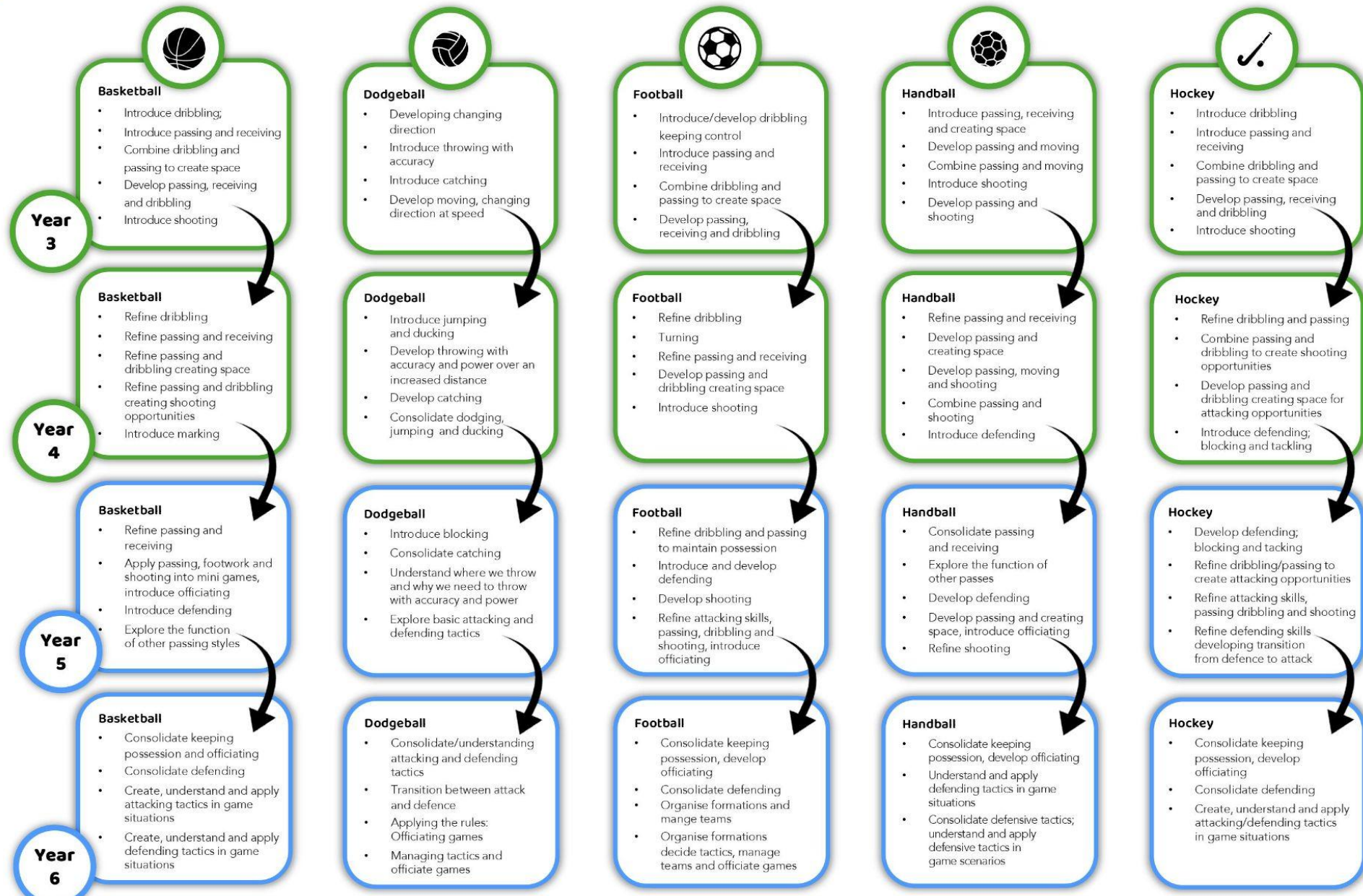
Foundation and KS1 Progression of Skills Overview



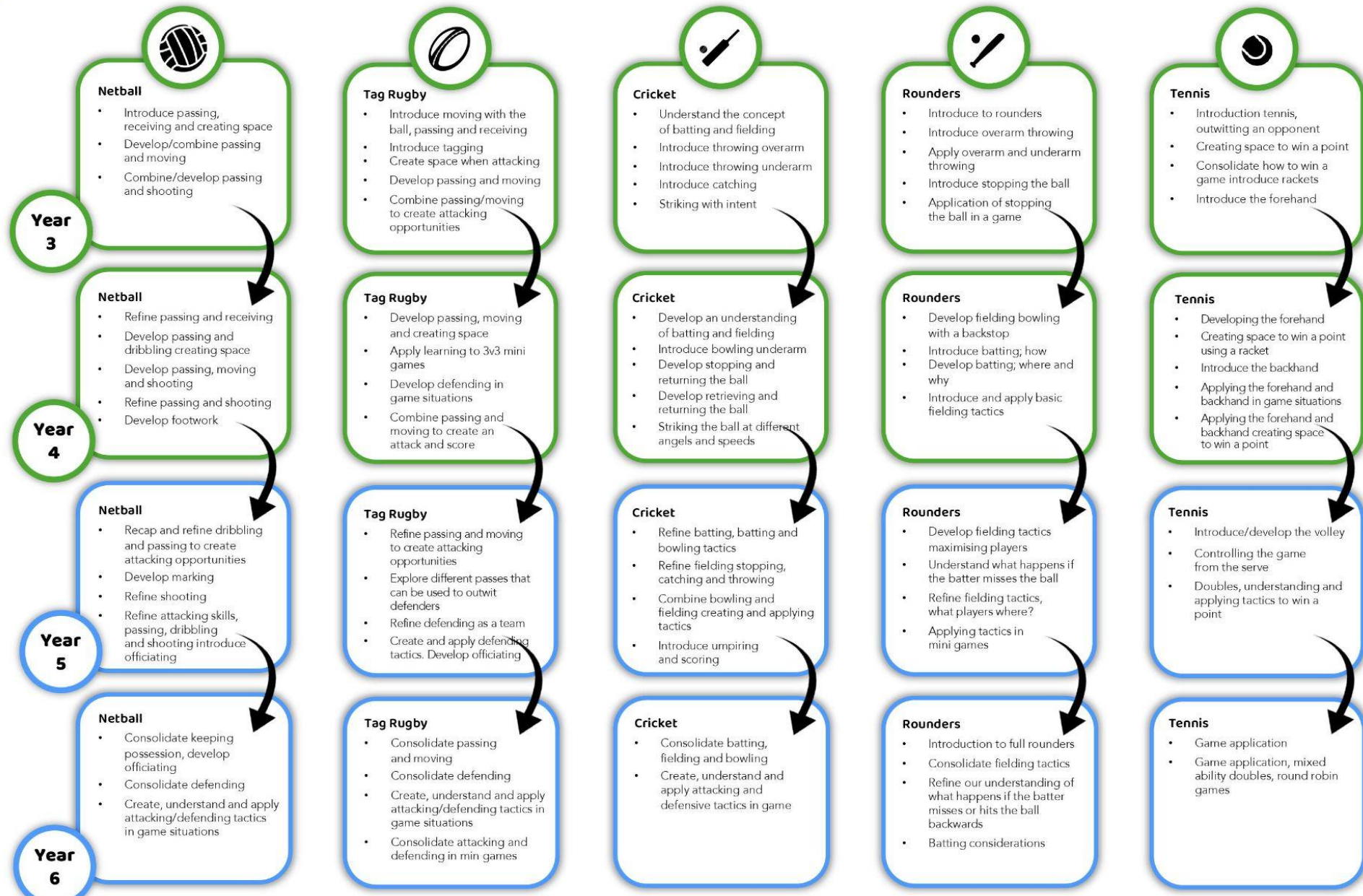
Foundation and KS1 Progression of Skills Overview



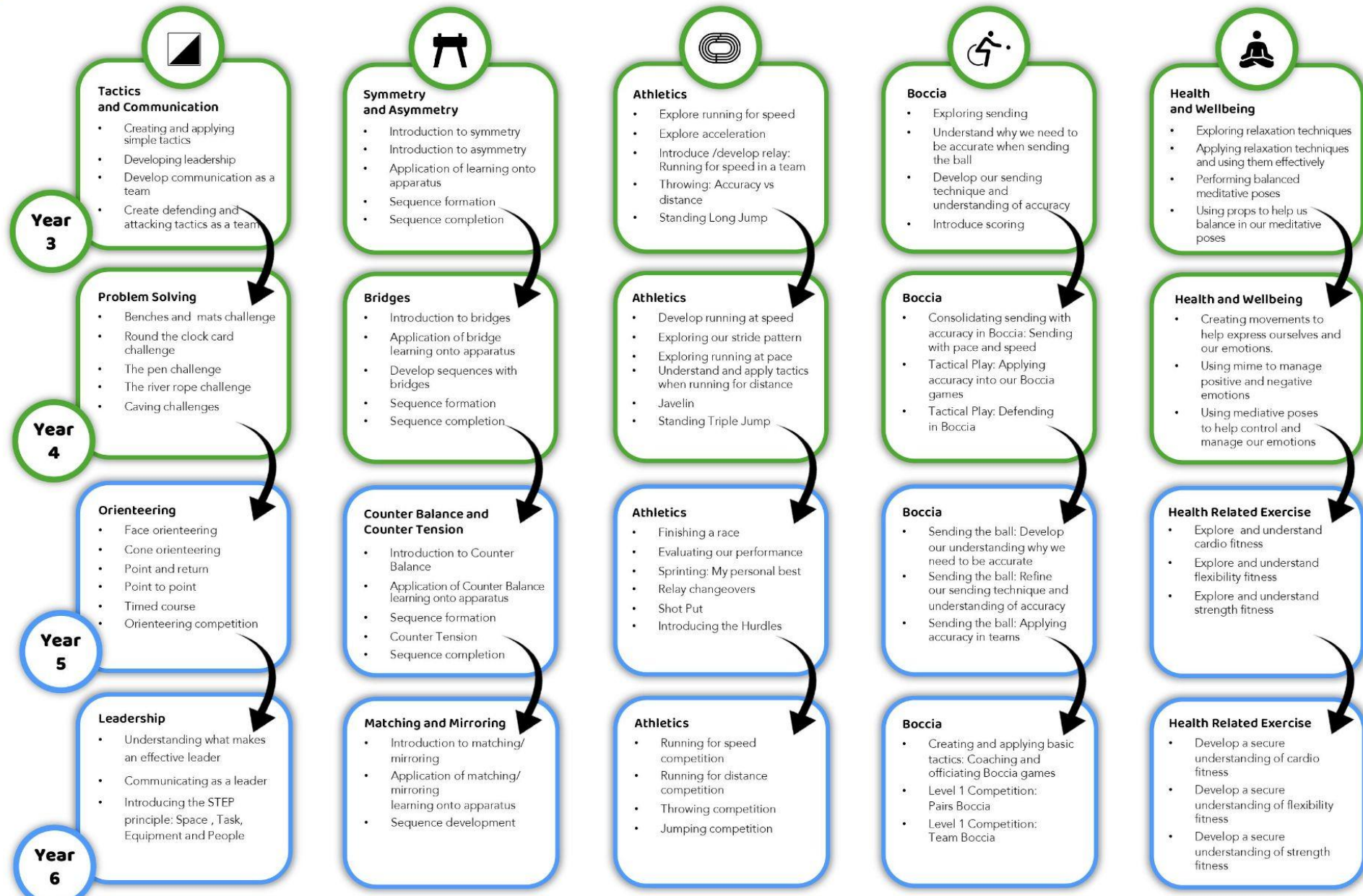
Foundation and KS1 Progression of Skills Overview



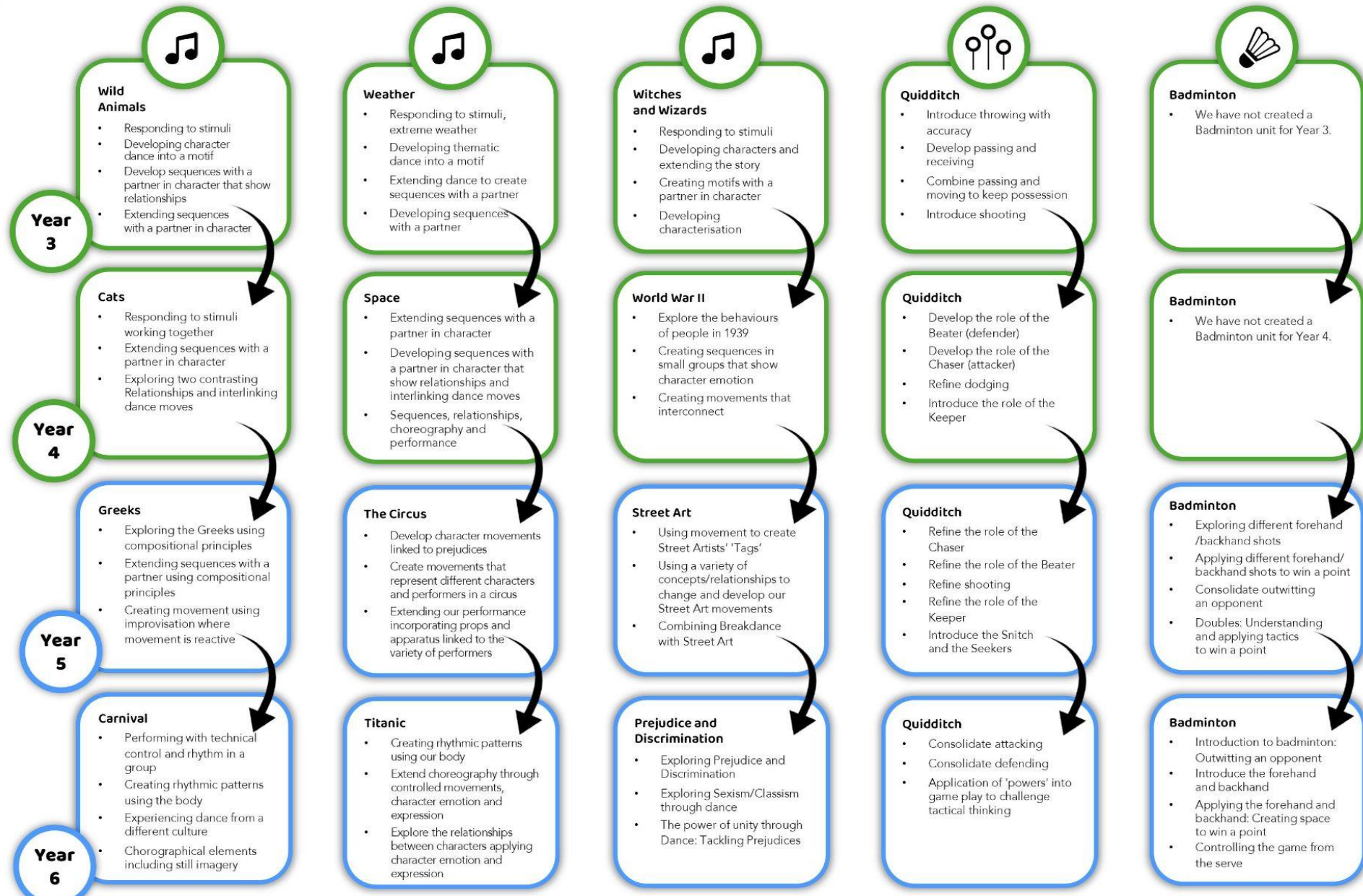
KS2 Progression of Skills Overview



KS2 Progression of Skills Overview



KS2 Progression of Skills Overview



KS2 Progression of Skills Overview



**Game
Sense (Invasion)**

- Introduce passing and receiving
- Introduce passing and creating space
- Introduce scoring and the concept of shooting

**Year
3**

Game Sense (Invasion)

- Develop passing and creating space
- Combine passing, moving and shooting
- Introduce dribbling: Keeping control
- Introduce defending and the concept of marking

**Year
4**

Game Sense (Invasion)

- Consolidate dribbling and passing to maintain possession to create scoring opportunities
- Refine attacking skills
- Refine defensive skills: Transition from defence to attack

**Year
5**

Game Sense (Invasion)

- Consolidate attacking: Possession scenarios
- Consolidate defending: Defensive scenarios
- Application of 'powers' into game play to challenge tactical thinking

**Year
6**

KS2 Progression of Skills Overview

Progression Framework for RE

- **Make sense of a range of religious and non-religious beliefs**
- **Understand the impact and significance of religious and non-religious beliefs**
- **Make connections between religious and non-religious beliefs, concepts, practices and ideas studied**

Year R		
Consolidate	Introduce	Advance
	<ul style="list-style-type: none"> • start to talk about a range of religious and non-religious beliefs • start to talk about the impact and significance of religious and non-religious beliefs • start to talk about connections between religious and non-religious beliefs, concepts, practices and ideas studied 	<ul style="list-style-type: none"> • talk about a range of religious and non-religious beliefs • talk about the impact and significance of religious and non-religious beliefs • talk about connections between religious and non-religious beliefs, concepts, practices and ideas studied

Year 1		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> • talk about a range of religious and non-religious beliefs • talk about the impact and significance of religious and non-religious beliefs • talk about connections between religious and non-religious beliefs, concepts, practices and ideas studied 	<ul style="list-style-type: none"> • identify the core beliefs and concepts studied and give a simple description of what they mean • give examples of how people use stories, texts and teachings to guide their beliefs and actions • think, talk and ask questions about whether the ideas they have been studying have something to say to them 	<ul style="list-style-type: none"> • talk in detail about the core beliefs and concepts studied • explain clearly how people use stories, texts and teachings to guide their beliefs and actions

Year 2		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> • explain the meanings of the core beliefs and concepts studied 	<ul style="list-style-type: none"> • give examples of how stories show what people believe (e.g. the meaning behind a festival) 	<ul style="list-style-type: none"> • explain clearly what stories and other texts mean to believers

<ul style="list-style-type: none"> ● explain how people's beliefs and actions are guided by stories, texts and teachings ● think, talk and ask questions about whether the ideas they have been studying have something to say to them 	<ul style="list-style-type: none"> ● give clear, simple accounts of what stories and other texts mean to believers ● give examples of ways in which believers put their beliefs into action ● give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> ● explain clearly how believers put their beliefs into action ● explain their own views and the reasons for them
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Year 3		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● explain how stories/texts show what people believe ● explain ways in which believers put their beliefs into action ● explain their own views and the connections they have made 	<ul style="list-style-type: none"> ● identify and describe the core beliefs and concepts studied ● make simple links between stories, teachings and concepts studied and how people live, individually and in communities ● raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live 	<ul style="list-style-type: none"> ● clearly identify and describe in details the core beliefs and concepts studied ● make clear links between stories, teachings and concepts studied and how people live, individually and in communities ● explain how the beliefs and practices studied might make a difference to how pupils think and live

Year 4		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● describe the core beliefs and concepts studied ● make links between stories, teachings and concepts studied and how people live, individually and in communities ● explain how the beliefs and practices studied might make a difference to how pupils think and live 	<ul style="list-style-type: none"> ● make clear links between texts/sources of authority and the key concepts studied ● describe how people show their beliefs in how they worship and in the way they live ● identify some differences in how people put their beliefs into action ● make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly 	<ul style="list-style-type: none"> ● confidently explain the links between texts/sources of authority and the key concepts studied ● explain how people show their beliefs in how they worship and in the way they live and how they are actioned

		<ul style="list-style-type: none"> explain how the beliefs and practices studied impact on life in the world today making links to their own experiences and beliefs
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Year 5		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> explain the links between texts/sources of authority and the key concepts studied describe the different ways people show their beliefs in how they worship and in the way they live describe the connections between the beliefs and practices studied 	<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions make clear connections between what people believe and how they live, individually and in communities make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) 	<ul style="list-style-type: none"> clearly explain the core beliefs and concepts studied, including examples from sources of authority in religions explain the connections between what people believe and how they live, individually and in communities describe the links between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) making links with their own beliefs

Year 6		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> explain the core beliefs and concepts studied with examples describe the connections between what people believe and how they live, individually and in communities make connections between the beliefs and practices studied, evaluating and explaining their 	<ul style="list-style-type: none"> describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> explain the meanings for texts/sources of authority studied and how believers interpret texts/sources of authority clearly explain how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures explain the ideas studied in this unit and their own thoughts/experiences about them and why

<p>importance to different people (e.g. believers and atheists)</p>	<ul style="list-style-type: none"> ● reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently ● consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make 	
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Progression Framework for Science

- Asking questions and scientific enquiry
- Observation and using equipment
- Fair testing
- Collecting and recording data
- Identifying and classifying
- Interpreting data/findings
- Scientific language and communication

Year R		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Can talk about some of the things they have observed such as plants, animals, natural and found objects. ● Talk about why things happen and how things work. 	<ul style="list-style-type: none"> ● Using questioning language – how, what, where, why, does it..., which? ● Use simple equipment to observe and record changes ● Talk about ideas for testing how things behave and carry out simple tests ● Begin to record results using dots/tallies/symbols. ● Use senses to sort and match things that are different or similar. ● Talk about whether something makes a difference ● Use comparative language and opposites to talk about what they have found out (e.g. bigger, smaller, heavy/light, quickest/slowest) 	<ul style="list-style-type: none"> ● Start to make a simple prediction about the activity, referring to some previous experience

Year 1		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Using questioning language – how, what, where, why, does it..., which? ● Talk about whether something makes a difference ● Use comparative language and opposites to talk about what they have found out (e.g. bigger, smaller, heavy/light, quickest/slowest) 	<ul style="list-style-type: none"> ● Respond to teachers' questioning and ask questions about how and why things change ● Use non-standard units and simple equipment to record changes ● Prediction -Make a simple statement about the activity, referring to some previous experience ● Count or use simple measuring equipment to collect data, and, with support, record results in a simple table provided ● Sort objects by behavioural and observable features 	<ul style="list-style-type: none"> ● Use simple features to compare objects, materials and living things, and decide how to sort and group them. ● Describe what happened showing an awareness of similarities and differences

	<ul style="list-style-type: none"> Describe what happened in an investigation. Begin to use scientific vocabulary to talk about their findings 	
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Year 2		
	Introduce	Advance
<ul style="list-style-type: none"> Respond to teachers' questioning and ask questions about how and why things change Count or use simple measuring equipment to collect data, and, with support, record results in a simple table provided Describe what happened in an investigation. Begin to use scientific vocabulary to talk about their findings 	<ul style="list-style-type: none"> With help, identify changes to observe and measure and suggest how to do it Use simple equipment with support if necessary and describe observations using more than one sense. With help talk about what could affect a fair test, and sometimes predict the outcome of the investigation. Begin to collect data more independently using a range of measuring equipment Use simple features to compare objects, materials and living things, and decide how to sort and group them. Describe what happened showing an awareness of similarities and differences Use scientific terminology some of the time 	<ul style="list-style-type: none"> Use scientific vocabulary to ask relevant questions based on their observations Make some statements about what the results show.

Year 3		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> Use simple equipment and describe observations using more than one sense. Use simple features to compare objects, materials and living things, and decide how to sort and group them. Describe what happened showing an awareness of similarities and differences 	<ul style="list-style-type: none"> Use scientific vocabulary to ask relevant questions based on their observations Group/classify using own criteria and use standard and non-standard measures Make a simple plan identifying what observations they will make, offer suggestions about what can be measured, and sometimes predict the outcome of the investigation. Collect relevant data to answer questions Identifying differences and similarities related to simple scientific ideas and processes. Make some statements about what the results show. Read and spell relevant scientific vocabulary correctly 	<ul style="list-style-type: none"> Start to use simple scientific language to record findings Begin to suggest types of observations/measurements to make, how often and what equipment to use. Use a range of quantitative measurements, e.g time, temperature, length.

Year 4		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Use scientific vocabulary to ask relevant questions based on their observations ● Make a simple plan identifying what observations they will make, offer suggestions about what can be measured, and sometimes predict the outcome of the investigation. 	<ul style="list-style-type: none"> ● Use questions to instigate investigations and suggest different ways to find answers ● Suggest types of observations/measurements to make, how often and what equipment to use. Use a range of quantitative measurements, e.g time, temperature, length. ● Identifying differences, similarities or changes related to simple scientific ideas and processes. ● Use simple scientific language to record findings ● Use scientific evidence to answer questions or to support their findings. ● Read and spell scientific vocabulary correctly and with confidence 	<ul style="list-style-type: none"> ● Start to use their experiences to construct questions that can be investigated and identify variables that could be changed

Year 5		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> ● Begin to plan an investigation with support, identifying some of the key factors to be considered. 	<ul style="list-style-type: none"> ● Use their experiences to construct questions that can be investigated and identify variables that could be changed ● Take accurate measurements using equipment provided. ● Begin to plan an investigation independently, identifying the key factors to be considered. ● Record a sensible range of results in tables and bar charts ● Use keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. ● With help, start to identify simple patterns in results and graphs. ● Use scientific vocabulary with confidence and relate findings to their scientific understanding 	<ul style="list-style-type: none"> ● Begin to evaluate their investigations. ● Start to decide the type/number of observations and measurements required and select appropriate equipment. Use appropriate range/sample of data.

Year 6		
Consolidate	Introduce	Advance
<ul style="list-style-type: none"> • Take accurate measurements using equipment provide • Begin to plan an investigation independently, identifying the key factors to be considered. 	<ul style="list-style-type: none"> • Use a systematic approach to asking and answering scientific questions and identify all possible variables in an investigation • Decide type/number of observations and measurements required and select appropriate equipment. Use appropriate range/sample of data. • Plan an investigation in detail using knowledge of variables, and why fair testing is important. • Choose an appropriate way to record results and begin to record decimal places/averages • Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. • Explain patterns and draw conclusions using scientific knowledge and understanding. • Use scientific vocabulary with confidence. Report and present findings from enquiries including conclusions, causal relationships and explanations of results 	<ul style="list-style-type: none"> • Identify and explain what is meant by anomalous results.