

St Michael's CE Junior School



Curriculum Handbook 2025-26

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St Michael's CE Junior School

Vision and Progression Document



Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can **be the very best we can be.**

"Love your neighbour as yourself" Luke 10:27

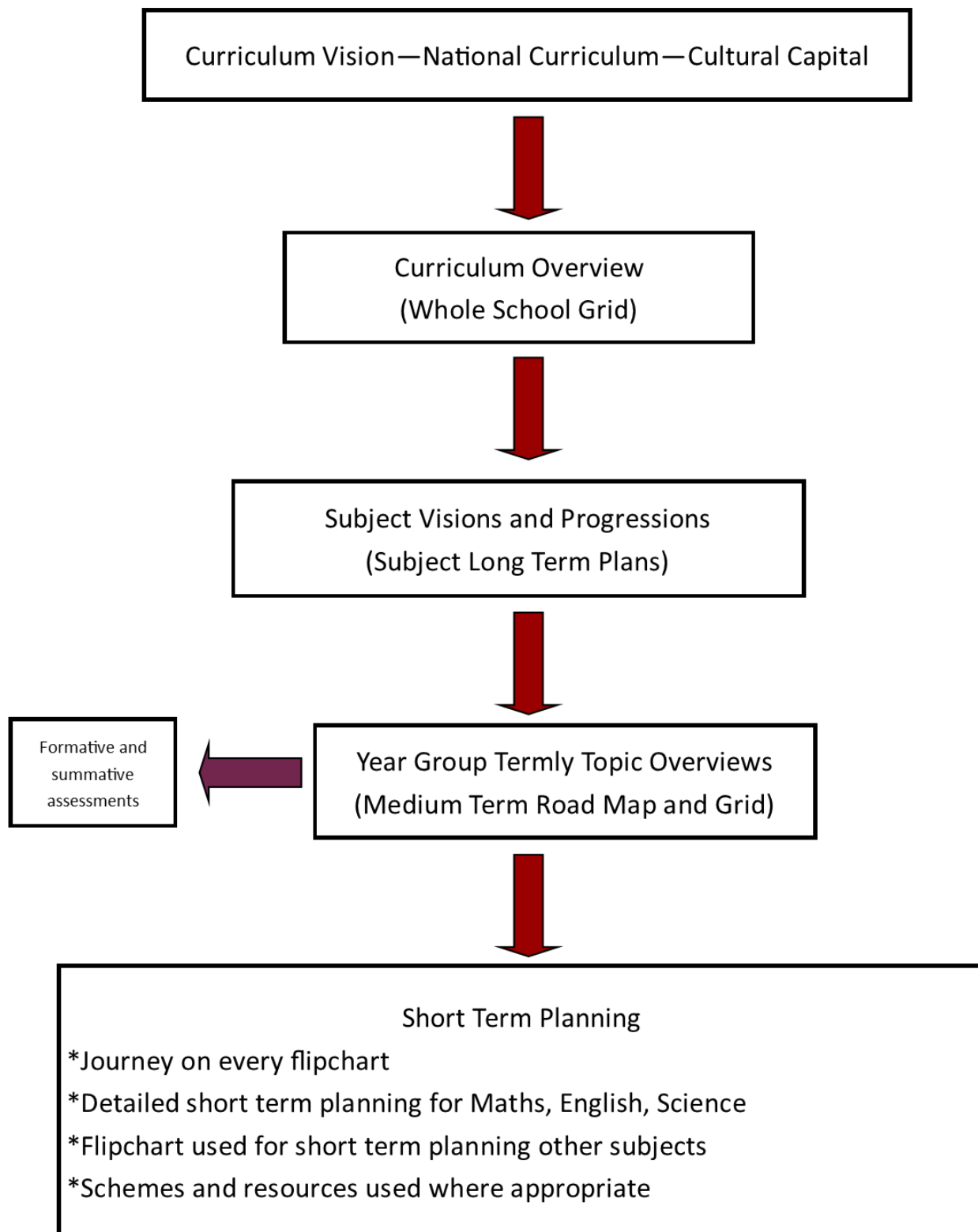
Curriculum Vision

	Respect	Courage	Resilience
Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the very best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
Implementation	<ul style="list-style-type: none"> · The children are provided with a rich curriculum that includes a variety of experiences to inspire and engage. · The children are given responsibilities and make a valued contribution to the wider school community. · The curriculum regularly develops links and makes use of opportunities to serve the wider community. · The curriculum is inclusive for all and differences are respected throughout all learning opportunities. · Everyone in the school community has high expectations at all times. 	<ul style="list-style-type: none"> · The children are provided with the opportunities to make choices in their learning. · The skills based curriculum enables and supports the development of knowledge and progression of learning in all areas. · Everyone in the school community has the courage to challenge themselves and overcome adversity. · The curriculum promotes a variety of approaches to teaching and learning which are current and relevant. · The children are inspired to and have the courage to aim high. 	<ul style="list-style-type: none"> · Everyone is encouraged to develop an enquiring mind and ask questions to further their understanding. · The curriculum provides regular opportunities to build on prior learning and experiences. · The curriculum makes explicit links to real life experiences. · The curriculum provides opportunities for the children to develop resilience to ensure that they achieve success.
Impact	<ul style="list-style-type: none"> · Children are caring, considerate and polite. · Everyone in the school community has pride in themselves. · Everyone in the school community takes responsibility for themselves and others. 	<ul style="list-style-type: none"> · Children face new challenges with courage, taking risks in their learning and learning from their mistakes. · Children can apply their skills to new learning. · High academic standards are evident for all. 	<ul style="list-style-type: none"> · Children are self-motivated and independent at all times, always doing their best and never giving up. · Children are able to independently transfer skills. · Children demonstrate a love of learning and a naturally inquisitive and enquiring mind.

St Michael's CE Junior School 2025-26

- The curriculum is planned through Termly Topic Overviews. In these overviews we identify key driver topic areas and key questions to direct learning. We identify objectives that will be taught throughout the term linking these to the St. Michael's CE Junior progression, which is shared with parents on the school website. Where possible and when appropriate, subjects and themes are linked to provide continuity for the children and incorporate links to SMSC as well as exploit explicit links to our Christian Values.
- Each subject has a vision which, alongside our main curriculum vision, shares how we implement the Christian Vision through our curriculum. We use the National Curriculum to develop our progressions and create Long Term plans for each subject which engage our children. These progressions ensure that children build on their learning, remembering more and making links across subjects.
- We then create in our in our Year Teams our own Topic Overviews which will plan the Medium Term aims of the children's learning. We create a map to show the journey through their topic and a week by week breakdown to show how each progression statement will be met.
- Following this we then create short term planning. This is where further detail is added and a flipchart is always created to share the learning journey with the children. We use each subject progression to make summative and formative assessments which informs the next day, week or topic planning.
- We work alongside the Hampshire Advisory Team and our local cluster. By doing this we are able to access comprehensive support for planning and delivery across the curriculum. We also use and adopt a variety of planning schemes which support teachers in planning and delivery where appropriate.

Planning Flow Chart



Cultural Capital

2025-26	Whole school	Year 3	Year 4	Year 5	Year 6
Citizenship	Children in Need/Comic Relief NSPCC – every 2 years Spanish festivals	St. Michael's Church visit	Swimming	Swimming Fire Safety Litter Pick	ThinkSafe Bikeability Summer Production Young Enterprise
Visits		Butser Farm	Museum – Military/ Gurkha	Seacity Museum	Gilbert White Field Study Centre – Explorers Visit
Local Visits		St. Michael's Church Visit	Tice's Meadow	Manor Park	Tice's Meadow – fieldwork skills
Visitors	Aldershot cricket club	Theatre Exchange	Army	Local Magistrate	VR- Volcanoes and Earthquakes
RE Visits and Places of Worship	St Michael's Church – Christmas and Easter	St Michael's Church	Buddhist Temple St Michael's Church Christmas and Easter	St Michael's Church – Christmas and Easter	St. Michael's Church – interpretation – 2 narratives Guildford Cathedral – Leavers' Service
Topic Days	Pause Days Spanish food tasting World Book Day	Stone Age Romans Egyptians	Parental engagement day : Science (Electricity) Viking Day Parental engagement activity: Benin Mask making	Pizza Making Greek Theatre Workshop	
RESIDENTIALS					Grittleton

Autumn Term

Year	Science	RE	PSHE	Art	Computing	DT	Geography	History	MFL	Music	PE	Outdoor Learning
3 Through The Ages	Magnets Rocks and Fossils	Belonging Holi	Being me in my World Celebrating Difference	Coastal pictures Drawing Painting Collage	Connecting Computers (Systems and networks) Branching Databases	Food Sandwiches	Field work skills Coasts	Stone age to Iron Age	Greeting Colours Numbers to 10 Family Food Christmas	Mystic Moments- Instrument study- Glockenspiels Skills- Timbre and Texture	Gymnastics TAG Rugby Netball Dance	Rocks and soils Fossils
4 Journey to another World	States of Matter Animals including humans	God Angels	Being me in my World Celebrating Difference	WW1 memorial poster linking to Aldershot's history with the Army Drawing Painting Collage	Computing systems and networks Audio Production –	Electrical Systems Torches Different scientist	Stand alone don't use as driver) Local area study and school grounds Link journey to studies of other cultures	Local area study Aldershot being the home of the British Army Gurkha community WW1 Victorians North Camp Gurkha Museum – Winchester South Dorrian House	Greetings Colours Numbers to 10 Family Food Christmas	Angels- Link with RE Instrument Study- Boom Whackers Skills- Texture and Duration	Gymnastics Multi-skills Dance Hockey	Study and improvements in the school grounds Times tables games
5 Near, Far, Wherever we are	Forces Earth and Space	Peace Warning	Being me in my World Celebrating Difference	Titanic Poster Drawing Painting Printing	Systems and Searching Flat File Databases	Structures Model an adventure playground (naval theme)	Study of Southampton	History of the Titanic	Greeting Colours Numbers to 10 Family Dia de los Muertos Food Christmas	Ruffles & Flourishes- Link to Titanic Instrument Study- Boom Whackers Skills- Pitch and Texture	Gymnastics Multi-Skills Dance Basketball	Map work, OS maps,
6 Road to Discovery	How Light Behaves Classification and Evolution	Ritual Interpretation	Being me in my World Celebrating Difference	Hokusai Great Wave Drawing Painting	Communication and Collaboration Web Page creation	Food Savoury Muffin	Field work skills and natural resources/ trade links	Explorers through time and their legacy	Greeting Colours Numbers to 10 Family Food Dia de los Muertos Christmas	Explorers- Instrument skill- Glockenspiel Duration and Dynamics	Gymnastics Basketball Multi-Skills Hockey	Classification Mandala art

Spring Term

Year	Science	RE	PSHE	Art	Computing	DT	Geography	History	MFL	Music	PE	Outdoor Learning
3 The Romans	Animals – skeleton and movement	Symbol Creation	Dreams and goals Healthy Me	Mosaics Drawing Painting Printing	Sequencing Sounds Stop motion Animation	Textiles Money container for gift shop	Compare Italy and England - mountains	Roman Empire and its Impact	Numeros a 20 Pets My house Consolidate previous earning	Romans- Instrument Study- Boom Whackers Skills- Tempo and Duration	Multi—Skills Athletics Badminton Hockey	Roman structures and mosaics Roman poo European countries
4 Explorers and Settlers	Electricity	Good and Evil Ritual	Dreams and goals Healthy Me	Anglo Saxons/ Beowulf Brooches Decorative pins Drawing Painting	Photo Editing Repetition of Shapes (Programming A)	Structures Packaging for gift shop Packaging from around the world.	Settlements and land use Compare to now in different cultures.	Invaders – Anglo Saxons, Scots and Vikings	Numeros a 20 Pets My house Consolidate previous learning	Anglo Saxon Gods- Instrument Study- Glockenspiels and GarageBand Skills- Dynamics and Tempo	TAG rugby Athletics Cricket Netball Introduce a diverse athlete in each of the sports	Rivers Timelines Wattle and daub Locational knowledge
5 It's all Greek to me	Properties of Materials	Community Resurrection	Dreams and goals Healthy Me	Greek Pot Drawing Painting Sculpture	Vector Graphics Selection in Quizzes	Food Healthy bread	European study – Greece	Ancient Greeks	Days and months Hobbies Numbers to 20	Fantastical Beasts- Instrument Study- Garage band and Glockenspiels Skills Tempo, Dynamics and Structure	Hockey Athletics Netball Cricket	Greek games Mazes European countries Timelines
6 Shaky Ground	Electrical circuits	Wisdom Salvation	Dreams and goals Healthy Me	Drawing Painting	Variables in Games Introduction to spreadsheets	Textiles Make a survival kit and bag	Earthquakes and Volcanoes		Days and months Hobbies Numbers to 20	Amazing Machines Instrument study- Boom Whackers and GarageBand Skills- Tempo, Texture and Timbre	Dance Golf Tennis Handball	American maps and geographical knowledge Structure challenge

Summer Term

Year	Science	RE	PSHE	Art	Computing	DT	Geography	History	MFL	Music	PE	Outdoor Learning
3 Exciting Egyptians	Light Plants and their food production	Jesus is Divine Pondering time	Relationships Changing Me	Clay Canopic Jars Drawing Painting Sculpture	Desktop Publishing Events and Actions in Programmes	Levers and Linkages Interactive information book	Biomes (deserts)	The Achievements of the Ancient Egyptians	Faces I am me! Where is Spain? Transport	River's Journey- Instrument Study- Ukuleles Skills- Pitch and Structure	Cricket Rounders Golf Tennis	Making shadufs Flood plains Investigating plants OAA/Parcour
4 Mayans	Sound Living things	Protection Devotion	Relationships Changing Me	Mayan Masks Drawing Painting Sculpture	Repetition in games (Programming B) Data logging	Food Bread!	Settlements and land use	Mayans – a comparison between Mayan civilisation and Britain c.900AD	Faces I am me! Where is Spain? Transport	The Beatles- Instrument Study- Ukulele Pitch, Timbre and Structure	Cricket Tennis Football Rounders	Islamic patterns Creating Baghdad Building Bedouin tents OAA/Parcour
5 Route to Justice	Living Things Animals including Humans	Justice Stewardship	Relationships Changing Me	New Orleans City Scape Drawing Painting Collage Digital Media – Andy Warhol	Video Production Selection in Physical Computing (Crumble done alongside DT)	Electrical Systems – computer programmed Nightlight – Crumble (Done alongside computing)	Case Study of a region of North America (Animals, Currency, Wildlife, language) Human and Physical Features	Activists Class Study – Parks, Mandela, Luther King Civil Rights Movements	Weather School Holidays and days out Transport	Jazz- Link to Route to Justice to Instrument study- Ukulele Skills- Timbre and Duration	Swimming Tag Rugby Rounders Tennis	North American countries and locational knowledge Best place to ring a bell Best material for a string telephone... OAA/Parcour
6 It's a Wonderful World	Circulation	Leadership	Relationships Changing Me	Climate Project Drawing Painting Printing - TShirt	3D Modelling Sensing Movement Using Micro:bit for primary to secondary transition (Optional 2 lessons)	Mechanical Systems Moving Toys (cam toy/ motorised)	Extreme weather and climate change	Explorers and their legacy	Weather Me and my clothes My school Out and about	Summer Production and Individual Artist project Instrumental study- Ukuleles Skills- Structure and Pitch	Tag Rugby Cricket Rounders Athletics	Den building Team work challenges Task Master?? OAA/Parcour

English Vision			
	Respect	Courage	Resilience
Whole School	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
English Intent	Understand the impact of English within the subject, across the wider curriculum and in the world around us Apply their English skills across the wider curriculum	Develop enthusiastic, fluent readers, active listeners and confident speakers, building the essential reading skills, by exploring a wide range of texts and genres Develop confident, creative and independent writers, by developing writing and speaking and listening skills	Prepare learners to use and apply their English skills, which are essential to become successful learners at school and in the world beyond
Implementation	<ul style="list-style-type: none"> · Learning Journeys will connect spoken language, reading, writing, vocabulary, punctuation and grammar, handwriting and spelling in order to develop essential skills. · Lessons and Learning Journeys make explicit links to real life and others subjects enabling children to understand that English is all around them in their daily life. · English skills and knowledge are used and applied within the broader curriculum. · Learning Journeys promote, where possible, links with the wider community. 	<ul style="list-style-type: none"> · Children are provided with opportunities in every lesson to build vocabulary, develop fluency and confidence as speakers, writers and readers of language applying their skills independently. · Purpose, audience, form, and viewpoint are central to each Learning Journey giving children a reason to write. · High expectations for all are evident in lessons, Learning Journeys and books which support all learners. 	<ul style="list-style-type: none"> · Learning Journeys will give regular opportunities for children to consolidate and develop knowledge through spelling, punctuation and grammar skills taught in context.. · Oral rehearsal, modelling, drafting, re-reading , editing and proof-reading are part of Learning Journeys and allow children to enhance the effectiveness of what is written. · Rich texts are used to drive Learning Journeys encouraging children to imitate great writers and build strong links between writing and reading. · Dialogical talk is part of Learning Journeys, and it encourages children to amend, adapt and extend their ideas, practise language and develop a shared understanding of what is being read and discussed.
Impact	<ul style="list-style-type: none"> · Children enjoy and are enthusiastic about their English learning and can demonstrate where English is relevant in other areas of the curriculum and real life. · When speaking and listening, children are polite and courteous, they actively listen, and they respect the views of others. · Children are enthusiastic and respectful when they learn collaboratively in all areas of English, including reading and reflecting, discussing ideas, and editing and making improvements to their writing. · Children have pride in their English learning. 	<ul style="list-style-type: none"> · Children are imaginative and creative in their English learning, and they have the courage to share their understanding and try new ideas, new skills and new vocabulary. · Children have the courage to share their views on what is being read to them, or that they have read themselves. · Children have the courage to ask questions about what they are reading and writing.; children have the courage to explain and justify their answers to questions posed in reading and writing. 	<ul style="list-style-type: none"> · Children are self motivated to read and write, and can apply reading and writing skills effectively in other areas of the curriculum. · Children are able to read as writers and write as readers, and enjoy the effect that their writing has on other readers. · Children show resilience and are self motivated to practise spelling, grammar and punctuation skills so that they have a good understanding of how to use them in their learning. · Children have a love of reading and the English language.

Reading Vision			
	Respect	Courage	Resilience
Whole School Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
English Intent	Understand the impact of reading, within the subject and across the wider curriculum and in the world around us Apply their reading skills across the wider curriculum	Develop enthusiastic, fluent and life-long readers, by developing their essential reading skills, and exploring a wide range of texts and genres	Prepare learners to use and apply their reading skills, so that by learning to read, they are able to read to learn, gaining the skills needed for success in the next stage of their school life and the world beyond school
Implementation	<ul style="list-style-type: none"> Reading Lessons and Learning Journeys make explicit links to real life and others subjects, and other subjects will make explicit links to reading, enabling children to understand that reading is all around them in their daily life. In reading lessons and journeys, children are given many opportunities to discuss books, and ideas about books that have been read to them or that they have read. Reading skills and knowledge acquired through reading are used and applied within the broader curriculum. Texts are used that develop and enhance the children's understanding of the wider world and their local community. 	<ul style="list-style-type: none"> Children are provided with opportunities in every lesson to develop fluency and confidence as readers of language applying their skills independently. Teachers read aloud a class text each week, either in the classroom or library, providing a model of fluent, expressive reading, and reading for pleasure. Teachers model reading for understanding. A wide range of rich texts and genres are used to inspire and engage children and children have the opportunity to read for pleasure every day. Children are supported to develop their reading skills, through whole class, guided focussed reading and personalised individual reading High expectations for all are evident in lessons, Learning Journeys and books. 	<ul style="list-style-type: none"> Dialogical talk is part of Reading Learning Journeys, and it encourages children to amend, adapt and extend their ideas, practise language and develop a shared understanding of what is being read and discussed. Opportunities where leading lessons, reading skills and age-appropriate texts are linked to topics studied, enabling children to develop their knowledge of the subject while also boosting their comprehension. A wide range of rich texts and genres are used to drive reading and writing Learning Journeys, improving their language and vocabulary skills and stimulating their imaginations.
Impact	<ul style="list-style-type: none"> Children enjoy and are enthusiastic about their reading learning and can demonstrate where reading is relevant in other areas of the curriculum and real life. When speaking and listening, children are polite and courteous, they actively listen, and they respect the views of others. Children are enthusiastic and respectful when they learn collaboratively, including reading and reflecting, and discussing ideas. Children have pride in their reading learning. 	<ul style="list-style-type: none"> Children enjoy new reading experiences, and they have the courage to share their understanding and try new ideas, new skills and new vocabulary. Children have the courage to share their views on what is being read to them, or that they have read themselves.. Children have the courage to ask questions about what they are reading.; children have the courage to explain and justify their answers to questions posed in reading. 	<ul style="list-style-type: none"> Children are self-motivated to read, and can apply reading skills effectively in other areas of the curriculum. Children have a love of reading and the English language.

Year 3 English Plan

Through The Ages		The Romans		Exciting Egyptians	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Text: Stone Age Boy</p>  <p>Outcomes: Short Portal Story Descriptive Narrative (E) SOA: Poetry</p> <p>Text: How to Wash a Woolly Mammoth</p>  <p>Outcomes: Set of instructions Instructions (I) SOA: Setting Description</p>	<p>Text: The King Who Banned the Dark</p>  <p>Outcomes: Persuasive letter (P) SOA: Fact file on the king</p> <p>Text: Snow</p>  <p>Outcome: Description Poetry (E) SOA: Postcard</p>	<p>Text: A Kid's Life in Ancient Rome</p>  <p>Outcome: Report (I) SOA: Instructions for how to survive in Ancient Rome</p> <p>Text: The book of bones</p>  <p>Outcomes: Fact file (Riddle) (E) 'Who am I?' and Information text answers (I) SOA: Performance poem Funny Bones</p>	<p>Text: Escape from Pompeii</p>  <p>Outcome: Persuasive argument (P)(D) SOA: Persuasive letter to the people of Pompeii</p> <p>Text: Anthony and Cleopatra</p>  <p>Outcome: Diary entry for Anthony (E) SOA: Character Description</p>	<p>Text: Marcy and the Riddle of the Sphinx</p>  <p>Outcome: First person narrative (E) SOA: Newspaper report about Marcy's father</p> <p>Text: Cinderella of the Nile</p>  <p>Outcome: Poetry – Free verse (E) SOA: Comparative venn for traditional tales</p>	<p>Text: Legend of Tutankhamun</p>  <p>Outcome: Webpage for a museum (I) SOA: Fact file about Howard Carter</p> <p>Text: The Great Egyptian Grave Robbery</p>  <p>Outcome: Interview with Stanley (E) SOA: Alternative ending</p>

Writing text drivers are also used as Guided Reading texts

Read Alouds

In Year 3, we choose read aloud texts based on recommendations from both the class teachers and the children. At the beginning of the year, the class teacher will choose a few books that they feel their class will enjoy. Each class may read a different book, depending on the children's interests and comments they have made about books they previously read and enjoyed. As the year progresses, the children will recommend books for the teacher to read to the class. They will explain why they like the book, what the book is about and what they think their peers might like about the book. The children also complete recommendations, which are stuck into a class recommendations book. This book can be found in the class book corner for all children to access. They can recommend books from the library, home or the class book corner. When visiting the library, children can choose a book to borrow. Sometimes the children like to read their book to peers or privately in our seating areas. Here are some examples of books that we have read this year.



Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
<i>First day of school poems</i> Adjective Poem Free Verse Read, appreciate and explore poetry Perform poetry	<i>Snow by Walter de la Mare</i> Description poetry: Outcome Read, appreciate and explore poetry Write Poetry	<i>Book of bones</i> Riddle: Outcome Read, appreciate and explore poetry Write Poetry (Riddle)	<i>The Works</i> Free Verse: S.O.A. Read, appreciate and explore poetry Write Poetry	<i>Werewolf Club Rules! and other poems</i> Read, appreciate and explore poetry Perform poetry	<i>The Jumblies by Edward Lear</i> Nonsense poetry Read, appreciate and explore poetry Perform poetry




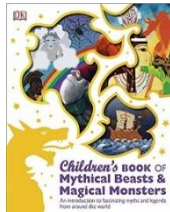
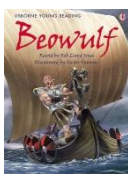
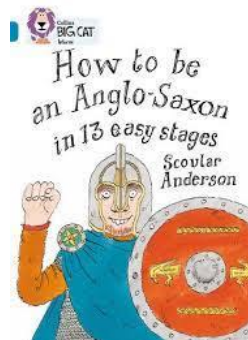
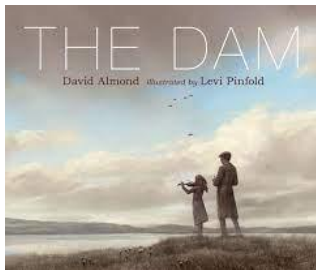
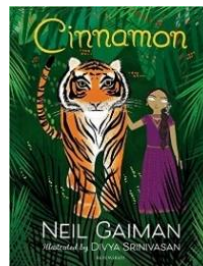
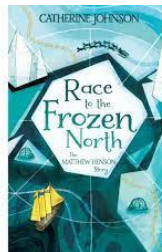
Year Three Reading Progression


Word Reading	Comprehension	Inference	Language for Effect	Themes and Conventions
<ul style="list-style-type: none"> Can I decode most new words outside the spoken vocabulary? Can I read new words using knowledge of root words, prefixes and suffixes? Can I read further exception words? Can I read longer words with support and test out different pronunciations? Can I read, reread and rehearse a variety of texts? Can I read age-appropriate books, which are structured in different ways and for different purposes? Can I extend the range of books read by browsing and selecting texts, including poetry? Can I read a book accurately and at a speed that is sufficient for me to focus on understanding what I have read rather than on decoding individual words? Can I plan personal reading goals which reflect my interests and extend my range? Can I sustain reading for enjoyment? 	<ul style="list-style-type: none"> Can I use known strategies to check the meaning of words that have been read, including using a dictionary, and finding the meanings of words in context? Can I ask questions to clarify the meaning of events or ideas introduced or explored in a text? Can I identify some key points from across a non-fiction passage? Can I retell the main points of a familiar story, or story being read, in sequence? Can I skim opening sentences of each paragraph to get an overview of a page or section of text? Can I scan contents and indexes and pages to locate specific information accurately? Can I identify the sections of a text that need to read carefully in order to find specific information? Can I mark a text to identify unfamiliar words, main points of the text, and ideas to be clarified or explored? Can I listen attentively and discuss books and authors that I might not choose myself including a wide range of fiction, poetry, plays, non-fiction and reference texts? Can I recognise different forms of poetry that I have read, or have been read to me? 	<ul style="list-style-type: none"> Can I draw inferences such as inferring characters' feelings, thoughts and motives, justifying inferences with evidence? Can I predict what might happen from details stated and implied? 	<ul style="list-style-type: none"> Can I discuss words and phrases, in books that I have read, or are read to me, and describe why and how they interest me? Can I identify specific techniques, e.g. simile, alliteration and repetition and say why they interest me? Can I prepare a poem or plays script to read aloud and perform? Can I understand intonation, tone, volume and action when reading aloud, and performing, including poems and plays? Can I identify how different non-fiction texts are organised? 	<ul style="list-style-type: none"> Can I recognise themes in what I read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales? Can I discuss how characters' feelings, behaviour and relationships change over a text?

Year Three Writing Progression

Transcription and Handwriting	Composition and Effect	Text Structure and Organisation and Sentence Structure	Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> Can I explore and accurately use word families based on common words e.g. fear, feared, fearful, fears, fearfully? Can I spell common words correctly including exception words and other words that have been learnt? Can I spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology? Can I understand and apply the concepts of word structure? Can I use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined? Can I begin to use joined handwriting throughout independent writing? 	<ul style="list-style-type: none"> Can I create settings, characters and plot in narratives? Can I write for a range of real purposes and audiences as part of my work across the curriculum in a variety of genre? Can I begin to understand the skills and processes that are essential for writing? e.g. that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear. Can I begin to understand how writing can be different from speech? Can I evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements? Can I propose changes to grammar, punctuation and vocabulary, based on the grammar, punctuation and vocabulary taught so far, including the accuracy use of pronouns in sentences? 	<ul style="list-style-type: none"> Can I organise paragraphs around a theme? Can I use headings and sub-headings to aid presentation? Can I monitor whether my own writing makes sense in the same way that I monitor my reading? Can I use some sentence variation through sentence type (statement, question, exclamation and command), length and structure (simple, compound)? 	<ul style="list-style-type: none"> Can I introduce inverted commas to punctuate direct speech? Can I use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel? e.g. a rock, an open box Can I use the present perfect form of verbs instead of the simple past? e.g. 'He has gone out to play' in contrast to 'He went out to play' Can I proof-read for spelling and punctuation errors? Can I express time, place and cause using conjunctions? Can I understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document?

Year 4 English Plan

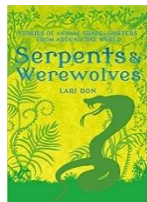
Journey to Another World		Invaders and Settlers		Mayans	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: <i>Dare to Care: Pet Dragon</i></p>  <p>Outcome: Explanation text: How to care for your dragon (I) GR Link/Parallel Texts – 'Fantastic Beasts and where to find them' (Newt Scamander)by J.K. Rowling (wagoll) SOA: Description of a creature</p>	<p>Text :<i>The Tale of Tam Linn</i></p>  <p>Outcome: First Person Narrative (E) GR Link/Parallel Texts – Serpents and werewolves</p> <p>Text: <i>The Lion, the Witch and the Wardrobe</i></p>  <p>Outcome: 'Through the door' portal narrative(E) Letter about the night before the battle (E) GR Link /Parallel Texts-Voyage of the Dawn Treader by C.S.Lewis (extracts) SOA: Explanation Text</p> <p>Remembrance</p> <p>Outcome: Poem (E)</p>	<p>Text: <i>Beowulf /Children's Book of Mythical Beasts and Magical Monsters /Beowulf</i></p>   <p>Outcome: Description of Grendel (E)</p> <p>Information text about your own mythical beast (I)</p> <p>GR Link - <i>Beowulf</i> by M Morpurgo sections/abridged using Usborne <i>Beowulf</i></p> <p>SOA: Setting Description of the Lake of Demons / Grendel(E)</p>	<p>Texts: <i>How to be an Anglo-Saxon in 13 easy Stages</i></p>  <p>Outcome: Information Text (I)</p> <p>GR Links: Non-fiction texts/Riddle of the Runes</p> <p>Text: <i>The Dam – Folk music link</i></p> 	<p>Text: <i>Cinnamon</i></p>  <p>Outcome: Informal letter (IE) GR: <i>Cinnamon</i> GR Link: A jar of pickles and a pinch of Parallel Text: <i>Jeremy Button</i></p> <p>SOA: Diary Entry about night after the Tiger; Blurb for the book</p>	<p>Text: <i>Race to the Frozen North</i></p>  <p>Outcome: <i>Diary (E) Write Matthew's diary at key points in the story, relating his thoughts and feelings.</i></p> <p>GR Link: <i>The Last Bear</i></p>

			Outcome: Write from the viewpoint of homeowners persuading the authorities not to build the dam.		
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: <i>A year of nature poems</i> by Joseph Coelho</p>  <p>(Free Verse) (include sharing the poet's background and reading his poems aloud)</p> <p>Outcome: Poetry (E) GR Link /Parallel Texts– The Magic Box by K Wright</p> <p>SOA: Poem</p> <p>Reading Focus text: Fantastic Beasts and Where To Find Them</p>  <p>Focus domains: Select and Retrieve (specific focus on making links between texts – Pet Dragon)</p> <p>Focus text: The Magic Box List poem</p>  <p>Focus domains: Language for effect Respond and Explain</p>	<p>Text: <i>The Lion, the Witch and the Wardrobe</i></p>  <p>Outcome: Travel Brochure (P) GR Link /Parallel Texts: Lion and Witch Wardrobe whole class read <i>The Tunnel</i> by A Browne <i>Harry Potter and the Philosopher's Stone</i> J.K. Rowling</p> <p>SOA: Poem</p> <p>Reading Focus text: A Year of Nature Poems</p>  <p>Focus domains: Language for effect Respond and explain</p>	<p>Text: <i>Dragon's Hoard</i></p>  <p>Outcome: Myth (E) in character as a Viking hero GR Links: non-fiction texts</p> <p>SOA: Persuasive Letter</p> <p>Reading Focus text: A range of poems from <i>The Works</i></p>  <p>Focus domains: Respond and Explain Themes and conventions (specific focus on recognising different forms of poetry) Language for effect / Fluency(Performing poetry)</p>	<p>Text: <i>The Promise</i></p>  <p>Outcome: Contrast Poem (E) Outcome: Narrative account (E) GR Link/Parallel Texts –<i>Hot like Fire</i>(Pyramid Poem)</p> <p>SOA: Letter about how the city changed</p> <p>Reading Focus texts: Non fiction texts – Anglo- Saxons Focus domains: Select and Retrieve Monitor and Summarise</p> <p>Reading Focus texts: Riddle of the Runes Focus domains: Clarify Themes and Conventions</p>	<p>Text: <i>River Stories</i></p>  <p>Outcome: Non-chronological report research a local river, such as the Test or the Thames.</p> <p>SOA: Myth including an imaginary river.</p> <p>Reading Focus: Poetry by range of poets Focus domains: Language for effect Fluency Performance poetry</p> <p>Focus text: Cinnamon</p>  <p>Focus domains:</p>	<p>Text: <i>Amari and the Night Brothers</i></p>  <p>Outcome: : Newspaper Article of missing brothers (IE)</p> <p>Reading: Focus text: The Spider and The Fly</p>  <p><i>Rhyming 'fable' poem</i></p> <p>Focus domains: Reading Fluency Performance poetry Language for effect</p> <p>Focus text: The last bear From Hannah Gold</p>

St Michael's CE Junior School 2025-26

Fluency (performance poetry)

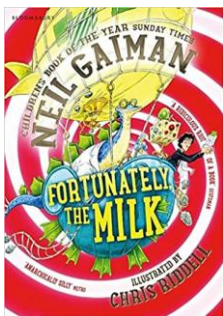
Focus text: Serpents and Werewolves



Focus domains:

Inference
Summarise
Themes and conventions
(specific focus on making links between texts – Tam Linn)

Read aloud



Poetry

Focus text: The Lion, The Witch and the Wardrobe



Focus domains:

Inference
Themes and Conventions

Focus text (extracts): The Voyage of the Dawn Treader



Focus domains:

Clarify
Summarise

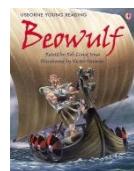
Newspaper Reports – Read like a News Reporter

Focus domains:
Reading Fluency
Read aloud



Poetry

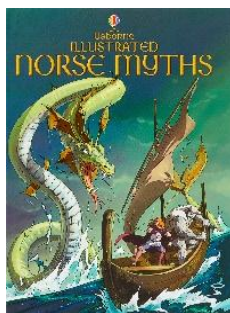
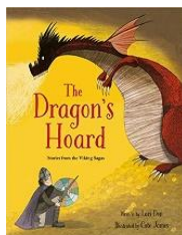
Focus text: Extracts from Beowulf by M Morpurgo



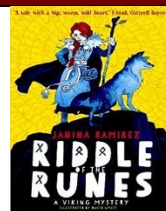
Focus Domains:

Clarify
Themes and Conventions

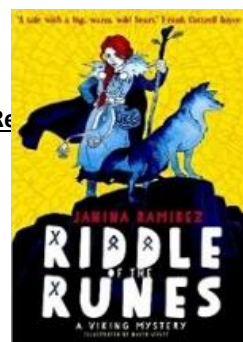
Read aloud



Poetry



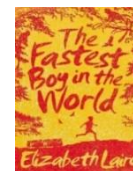
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Poetry

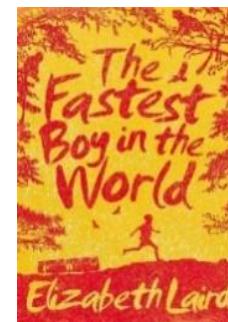
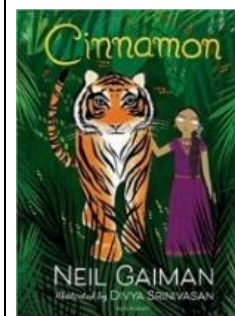
Inference

Focus text: The Fastest Boy in the World



Focus domains:

Summarise Clarify
Respond and Explain
Themes and Conventions
Read aloud



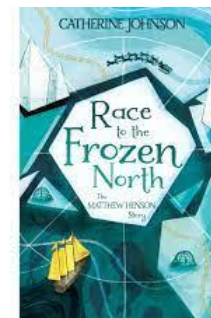
Poetry



Focus domains:

Clarify
Monitor and Summarise
Select and Retrieve

Read aloud



Poetry

St Michael's CE Junior School 2025-26

<p><i>A year of nature poems by Joseph Coelho</i> Free Verse Listen to, read, discuss and identify language in poetry</p> <p>Outcome: Write poetry Perform poetry</p> <p><i>Magic Box</i> List Poetry Listen to, read, discuss and identify language in poetry Perform poetry</p>	<p>(link with Magic Box) Remembrance Free Verse Outcome: Write poetry</p>	<p><i>The Works</i> Haikus, Couplets, Kennings Listen to, read, discuss and identify language in poetry</p>	<p><i>Hot Like Fire and other poems by V Bloom</i> Performance poetry Listen to, read, discuss and identify language in poetry Perform poetry SOA: Write poetry</p>	<p><i>The Spider and the Fly</i> Rhyming conversation/fable Perform poetry</p>	<p><i>Sea Fever</i> Rhyming couplets Listen to, read, discuss and identify language in poetry</p>
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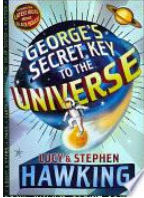
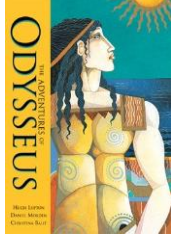


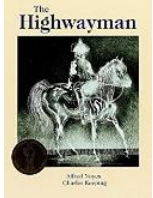
Year Four Reading Progression




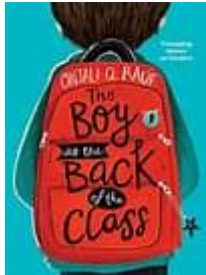
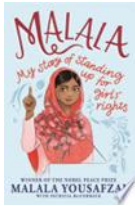
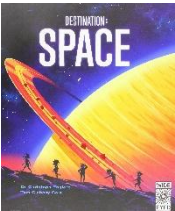
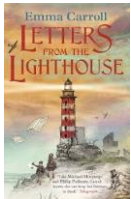

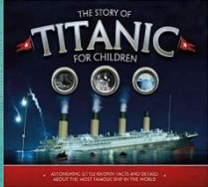
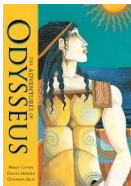





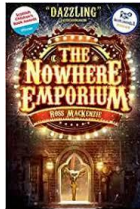
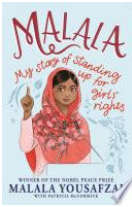
Word Reading	Comprehension	Inference	Language for Effect	Themes and Conventions
<ul style="list-style-type: none"> “ Can I apply a growing knowledge of root words, prefixes and suffixes -both to read aloud and to understand the meaning of new words that are met? “ Can I read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word? “ Can I match what I decode to words that I may have already heard but may not have seen in print? “ Can I read age-appropriate books, which are structured in different ways and for different purposes? “ Can I read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace? “ Can I develop my reading stamina as I read longer texts? “ Can I describe and review my own reading habits, and plan personal reading goals which reflect my interest and extend my range? 	<ul style="list-style-type: none"> “ Can I ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text? “ Can I identify unfamiliar vocabulary in a text and adopt appropriate strategies, including using a dictionary, explaining the meaning of the word in the context of the sentence, using knowledge of root words and affixes, to locate or infer the meaning? “ Can I summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text? “ Can I understand what information to look for in a non-fiction text before beginning a task? “ Can I use contents pages and indexes in a non-fiction text to locate relevant information to research a topic independently? “ Can I locate, retrieve and record information from more than one source in order to research a topic independently? “ Can I skim read a text to get an overview of it? “ Can I scan for key words, phrases and headings? “ Can I identify and record key information by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful? “ Can I recognise fact and opinion? “ Can I listen attentively and discuss books and authors that I might not choose myself including a wide range of fiction, poetry, plays, non-fiction and reference texts? 	<ul style="list-style-type: none"> “ Can I draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, justify my answers with evidence from the text, and make explicit connections to my personal experience? “ Can I make plausible predictions about characters’ actions using information read about them? 	<ul style="list-style-type: none"> “ Can I discuss words and phrases, in books that I have read, or are read to me, and explain why and how they interest me? “ Can I identify specific techniques, e.g. simile, metaphor, repetition and exaggeration, and explain the effect on me as a reader? “ Can I recognise different types of poems, and explain some of the features of those poems? “ Can I prepare a poem or play script to read aloud and perform? “ Can I understand intonation, tone, volume and action when performing, including poems and plays? “ Can I prepare a poem or play script to read aloud and perform? “ Can I identify the main features of non-fiction texts (print/ computer based) including headings, captions, lists, bullet points and understand how to use this to find information efficiently? 	<ul style="list-style-type: none"> “ Can I recognise social, moral or cultural issues or themes in stories? e.g. the dilemmas faced and dealt with by characters or the moral of the story. “ Can I link cause and effect in narratives and recounts? “ Can I recognise how ideas are developed in non-fiction texts?

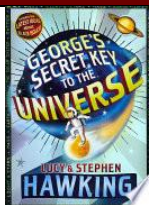
Year Four Writing Progression

Transcription and Handwriting	Composition and Effect	Text Structure and Organisation and Sentence Structure	Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> Can I write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far? Can I spell most words taught so far accurately and be able to spell words that have not yet been taught by using what has been learnt about how spelling works in English? Can I increase the legibility, consistency and quality of my handwriting? e.g. am I able to maintain fluency of writing and has sufficient stamina for typical written tasks? Can I use joined-up handwriting throughout all independent writing? 	<ul style="list-style-type: none"> Can I develop settings, characters and plot in narratives through expansion of relevant vocabulary, including figurative language? Can I maintain a viewpoint by making deliberate word choices? Can I recognise some of the differences between standard English and non- standard English? Can I write for a range of real purposes and audiences as part of the work across the curriculum? (these purposes and audiences should underpin decisions about the form the writing should take such as a narrative, an explanation or a description) Can I understand the skills and processes that are essential for writing in order to enhance the effectiveness of what I have written? (e.g. thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops) Can I evaluate and edit by assessing the effectiveness of my own and others' writing, suggesting improvements based on the grammar I have learnt? 	<ul style="list-style-type: none"> Can I organise paragraphs around a theme? Can I draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures? 	<ul style="list-style-type: none"> Can I proof-read for spelling and punctuation errors? Can I use standard English forms for verb inflections instead of local spoken forms? Can I use fronted adverbials followed by a comma? Can I choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition? Can I use inverted commas and other punctuation to indicate direct speech? Can I place the apostrophe in words with regular plurals? (e.g. girls', boys') and in words with irregular plurals correctly? (e.g. children's) Can I use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum?

Year 5 English Plan

Near, Far, Wherever we Are					
It's all Greek to Me		Route to Justice			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: Pandora – Film driver https://www.literacyshed.com/the-sci---fi-shed.html</p> <p><u>This is the text driver and they start reading George as reading for pleasure (4 weeks)</u></p>  <p>Outcome 1: Diary log about visiting their own planet</p> <p>GR Link/Parallel Texts – Destination Space, War of the Worlds</p> <p>SOA: Description of Pandora</p>	<p>Text: George's Secret Key to the Universe</p>  <p>Outcome: Comparative Description of Home and Space (E) (See HIAS planning too) GR Link /Parallel Texts– Destination Space, Cosmic, War of the Worlds</p> <p>SOA: Diary from George's point of view</p>	<p>Text: Odysseus</p>  <p>Outcome: Narrative (E) – Odysseus arrives on a new island and faces the creature they have designed</p> <p>GR Link/Parallel Text – Who Let the Gods Out?</p> <p>SOA Character description</p>	<p>Text: Who Let the Gods Out?</p>  <p>Outcome: Travel Guide to Elysium (I) (Extending vocabulary – use wagoll for this) GR Link/Parallel Text – Greek Gods and Heroes</p> <p>SOA: Fact file about their own God?</p>	<p>Text: The Boy At The Back of the Classroom</p>  <p>Outcomes: Magazine article (I) GR Link/Parallel Text – Nowhere Emporium;</p> <p>SOA: Poetry – link to refugees</p>	<p>Text: The Highwayman</p>  <p>Outcome: Diary – Love letters</p> <p>GR Link/Parallel Text – Kenning poetry poetry knowledge – character work</p> <p>SOA:</p>
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2

 <p>Outcome 2: Information Text about a Pandorian creature (I)</p> <p>World Poetry Day</p>	<p>Text: The Lighthouse – Film Driver</p>  <p>Outcome: Persuasive Letter (P)</p> <p><i>GR Link/Parallel Text – Letters from the Lighthouse, Voices from the Titanic</i></p> <p>SOA: Descriptive Narrative</p>	<p>Text: Who Let the Gods Out?</p>  <p>Outcome: Balanced Argument (D)</p> <p>Non-fiction about the Gods- Greek Gods and Heroes</p> <p>SOA: Persuasion – Why you should not let Mrs Porshley- Plum buy the farm?</p>	<p>Text: The Dreadful Menace</p> <p>The Dreadful Menace</p> <p>I am the dreadful menace The one whom all is done The haunting chill upon your neck I am the commandment</p> <p>I will summon armies Of wind and rain and snow I ready the black cloud overhead The ice, like glass below</p> <p>Not you, nor any other Can fathom what is right I will tell you when to jump And I'll decide how high</p> <p>The ones that come before you Should strong and tall and brave But I stole those dreams away Those dreams could not be saved</p> <p>But now you stand before me Dreaded of all dismay Could it be? Just maybe I'll let you have your day</p> <p>Again</p> <p>Outcome: Poem</p> <p>GR Link –The Jabberwocky</p>	<p>Text: The Boy At The Back of the Classroom</p>  <p>Outcome: Narrative</p> <p>GR Link/Parallel Text – The Boy at the Back of my Class, Oranges in No Man's Land</p> <p>SOA: Setting description</p>	<p>Text: Malala</p>  <p>Outcome: Biography (I)</p> <p>GR Link/Parallel Text – The Boy at the Back of my Class, Oranges in No Man's Land</p> <p>SOA: Persuading people – why should she win the most influential young person?</p> <p>Who is the most influential young person?</p>
<p>Reading</p> <p>Focus Text: Destination Space</p>  <p>Focus Domains: Select and Retrieve Language for Effect <i>(Compare text vocabulary with higher level/adult text)</i></p>	<p>Reading</p> <p>Focus Text: Letters from the Lighthouse by Emma Carroll</p>  <p>Focus Domains: Inference Respond and Explain</p> <p>Focus Text: Voices of the Titanic/Story of the Titanic for Children</p>  	<p>Reading</p> <p>Focus Text: Odysseus</p>  <p>Focus Domains: Monitor and Summarise Clarify</p> <p>Focus Text: Who Let the Gods Out</p> 	<p>Reading</p> <p>Focus Text: Travel Leaflets</p>  <p>Focus Domains: Language for Effect Select and Retrieve</p> <p>Focus Text: The Jabberwocky</p> 	<p>Reading</p> <p>Focus Text: The Elephant Thief</p>  <p>Focus Domains: Inference Respond and Explain</p> <p>Focus Text: The Boy at the Back of the Class</p> 	<p>Reading</p> <p>Focus Text: The Nowhere Emporium by Ross Mackenzie</p>  <p>Focus Domains: Themes and Conventions Respond and Explain</p> <p>Focus Text: Malala</p> 



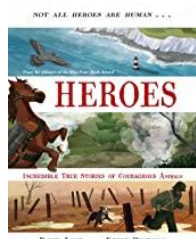
Focus Domains:
Themes and Conventions
Inference

Focus Domains:
Monitor and Summarise
Clarify
(Short passage/vocabulary work)

Focus Domains:
Respond and Explain
Language for Effect

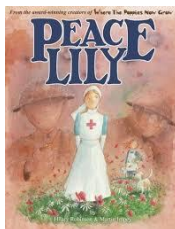
Focus Domains:
Language for Effect
Select and Retrieve

Focus Text: Heroes



Focus Domains:
Monitor and Summarise
Respond and Explain

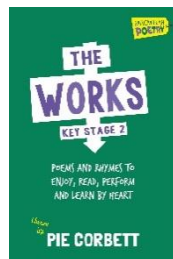
Focus Text: Peace Lily



Focus Domains:
Themes and Conventions
Clarify

Focus Domains:
Inference
Monitor and Summarise
Language for Effect
Select and Retrieve

Focus Text: The Works Key Stage 2



Focus Domains:
Inference
Themes and Conventions

Focus Domains:
Monitor and Summarise
Clarify
(Use for fluency – fluency week)

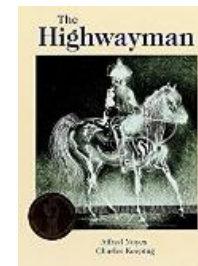
Focus Text: The Red Tree



Focus Domains:
Themes and Conventions
Monitor and Summarise
(Parallel Text – The Lost Thing)

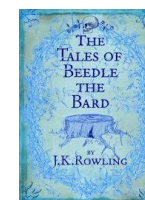
Focus Domains:
Respond and Explain
Themes and Conventions

Focus Text: The Highwayman



Focus Domains:
Language for Effect
Inference
Monitor and Summarise

Focus Text: The Tale of the Three Brothers (Film)



Focus Domains:
Themes and Conventions

Focus Domains:
Inference
Clarify

Focus Text: Oranges in No Man's Land

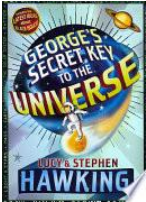
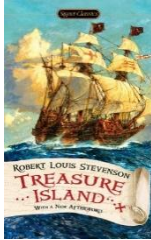

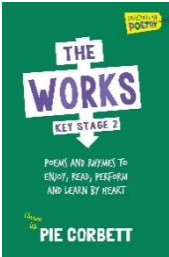
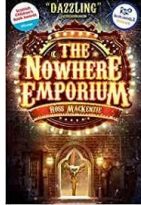
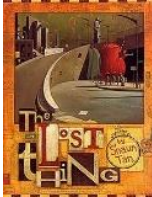
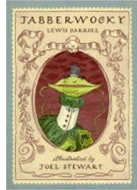
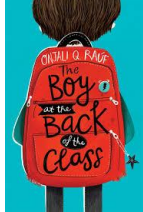
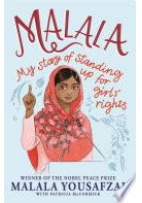
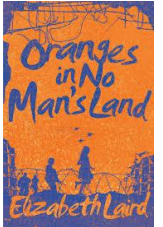


Focus Domains:
Themes and Conventions
Respond and Explain

Focus Text: Malala UN Speech



Focus Domains:
Language for Effect
Monitor and Summarise

Read Alouds	Read Alouds	Read Alouds	Read Alouds	Read Alouds	Read Alouds
<p>George's Secret Key to the Universe by Stephen and Lucy Hawking</p> 	<p>Treasure Island by Robert Louis Stevenson (Heritage Text)</p> 	<p>Who Let the Gods Out by Maz Evans</p>  <p>The Works Key Stage 2</p> 	<p>The Nowhere Emporium by Ross Mackenzie (Non-linear time sequence)</p>  <p>The Lost Thing by Shaun Tan (Complexity of Story)</p>  <p>The Jabberwocky by Lewis Carroll (Resistant Text)</p> 	<p>The Boy at the Back of the Classroom by Onjali Q Rauf (Complexity of Narrator)</p> 	<p>Malala: My Story by Malala Yousafzai</p>  <p>Oranges in No Man's Land by Elizabeth Laird</p> 
Poetry	Poetry	Poetry	Poetry	Poetry	Poetry

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Year 5	<p>Spaced Out – A selection of poems</p> <p>Listen to, read, discuss and identify language in poetry</p> <p>Perform Poetry</p>	<p>Etheree (Remembrance) (2020-21 only)</p> <p>Write poetry</p>	<p>The Works 2</p> <p>Listen to, read, discuss and identify language in poetry</p> <p>Perform Poetry</p> <p>Blackout Poetry (from Who Let the Gods Out)</p> <p>Write Poetry</p>	<p>The Jabberwocky by Lewis Carroll</p> <p>Nonsense Poetry</p> <p>Listen to, read, discuss and identify language in poetry</p> <p>Write Poetry</p>	<p>The Highwayman</p> <p>Narrative Poem</p> <p>Listen to, read, discuss and identify language in poetry</p> <p>Write Poetry</p>	<p>The Highwayman</p> <p>Narrative Poem</p> <p>Listen to, read, discuss and identify language in poetry</p> <p>Write Poetry</p>
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Year Five Reading Progression


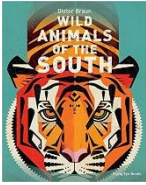
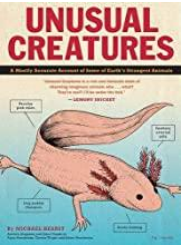


Word Reading	Comprehension	Inference	Language for Effect	Themes and Conventions
<ul style="list-style-type: none"> “ Can I use reading strategies, including knowledge of root words, prefixes and suffixes to work out any unfamiliar word? “ Can I read individual words, with increasing accuracy, which might be key to the meaning of a sentence or paragraph, thereby improving comprehension? “ Can I demonstrate increasing reading fluency across all subjects? “ Can I read age-appropriate books that have been selected independently? “ Can I read age-appropriate books, which are structured in different ways and for different purposes? “ Can I learn and read some different poems by heart? 	<ul style="list-style-type: none"> “ Can I ask pertinent and helpful questions to improve understanding of unfamiliar words? “ Can I discuss my understanding of what has been read? “ Can I use a range of strategies, including the context and where necessary a dictionary, to explain the meanings of unfamiliar words used in a text? “ Can I use dictionaries effectively to locate word meanings and other information about words? e.g. by using alphabetical order, understanding abbreviations. “ Can I give increasingly precise explanations of word meanings that fit with the context of the text I am reading? “ Can I make regular, brief summaries of what I have read, identifying the key points? “ Can I summarise a complete short text or substantial sections of a text? “ Can I understand what information is needed to look for in non-fiction texts before beginning a task? “ Can I retrieve, record and present information from a non-fiction text? “ Can I understand how to use contents pages and indexes to locate information and increasingly apply these skills independently across the wider curriculum? “ Can I skim and scan effectively to identify sections of text to read more carefully and re-read/ read on as appropriate? “ Can I identify key information, or elements that are not understood or need to be revisited and explored further by annotating the text, using simple abbreviations and diagrams? “ Can I distinguish between fact and opinion? “ Can I explain and elaborate my understanding and ideas, including presentations and debates, using notes as necessary? “ Can I understand some of the technical terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect? “ Can I listen attentively and discuss books that I might not choose myself including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions? “ Can I build on my own and others' ideas, about books that have been read, respond to others' ideas courteously, and give increasingly reasoned justifications for my views? “ Can I recommend a book to a peer, giving reasons for my choices? 	<ul style="list-style-type: none"> “ Can I draw inferences about characters and justify those inferences with evidence, including dialogue and descriptions, from the text and wider experiences, including other texts read? “ Can I make predictions about events and characters, discussing the reasoning behind them, drawing on evidence from across the text? “ Can I explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic? “ Can I discuss the plausibility of predictions made and the reason for them? 	<ul style="list-style-type: none"> “ Can I identify how language, structure and presentation contribute to meaning? “ Can I discuss and evaluate the intended impact of the language used, including figurative language, and give relevant examples from the text to illustrate? “ Can I perform my own compositions, using intonation, volume, and movement so that meaning is clear? “ Can I comment on how information is presented and the organisational features in different books? 	<ul style="list-style-type: none"> “ Can I discuss themes in a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions? “ Can I compare themes and other aspects such as characters, settings and plot? “ Can I identify how ideas and themes are explored and developed over a text? e.g. how a story opening can link to its ending or how characters change over a narrative. “ Can I explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic?

Year Five Writing Progression

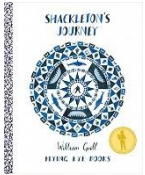
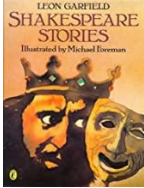
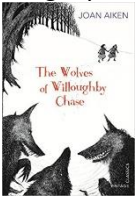
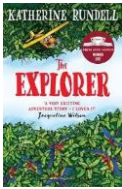

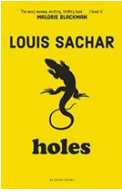
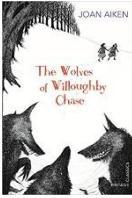

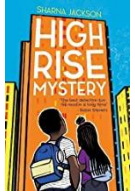
Transcription and Handwriting	Composition and Effect	Text Structure and Organisation and Sentence Structure	Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> Can I use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt? Can I convert nouns or adjectives into verbs using suffixes? (eg.-ate; -ise; -ify) Can I write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters? Can I select a handwriting style appropriate to the task? 	<ul style="list-style-type: none"> Can I choose the appropriate register for the audience and purpose (formal and informal)? Can I understand how the audience and purpose will affect the tone of the writing and apply this to my writing? Can I select the appropriate form and use other similar writing as models for my own composition? Can I maintain a consistent viewpoint throughout a piece of writing? Can I describe settings, characters, plot and atmosphere? Can I structure and organise a range of texts effectively for different purposes? Can I use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing? Can I understand the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters? Can I evaluate and edit texts to enhance and clarify including: changes to vocabulary, grammar and punctuation; ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; editing sentences by either expanding or reducing for meaning and effect, ensuring the consistent and correct use of tense throughout? 	<ul style="list-style-type: none"> Can I use further organisational and presentational devices to structure text and to guide the reader? (e.g. headings, bullet points, underlining) Can I produce internally coherent paragraphs in logical sequence? Can I use devices to build cohesion within a paragraph? (e.g. then, after that, this, firstly) Can I use sentence structure deliberately varied for impact on the reader? Can I use fronted prepositional phrases for greater effect? 	<ul style="list-style-type: none"> Can I proof-read for spelling and punctuation errors? Can I ensure the consistent and correct use of tense throughout a piece of writing? Can I indicate degrees of possibility using adverbs?(eg perhaps, surely) or modal verbs (eg might, should, will, must) Can I use commas to clarify meaning or avoid ambiguity? Can I use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing? Can I apply a knowledge of linguistic terms, including those to describe grammar, so I can discuss my writing and reading;?

Year 6 English Plan

Road to Discovery		Shaky Ground		The World is our Oyster	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: Ruby's Worrry</p>  <p>Outcome: Diary</p> <p>Outcome: Grittleton Newspaper</p> 	<p>Balanced Argument linking to history learning journey.</p> <p>Who is the greatest explorer?</p> 	<p>Text: Macbeth</p> <p>Outcome: Balanced argument – Macbeth is the true villain of the play</p> <p>SOA: Setting description</p> 	<p>Text: Holes</p>  <p>Outcome: Non-chronological report on a yellow spotted lizard</p>	<p>Outcome: Persuasive Letter about homework</p>	<p>Text: The Unforgettable Coat</p> <p>Outcome: Non-chronological report- Guide to Year 6</p> 
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: Ice Trap/ Race to the Frozen North</p>  <p>Outcome: Recount Letter</p>	<p>Text: Explorer</p>  <p>Outcome: Narrative including dialogue</p> <p>Remembrance Week</p> <p>https://www.literacyshed.com/beyondthelines.html</p>	<p>Text: Titanium</p> <p>Outcome: Narrative – scene description</p>	<p>Text: Holes</p> <p>Outcome: Narrative including dialogue</p> 	<p>Text: The Giant's Necklace</p> <p>Outcome: Recount – Newspaper Report</p> 	<p>Text: The Woman of Water</p> <p>Outcome: Poem</p> 

	<p>'Beyond the lines' film clip (use as prompt) Outcome: Poem</p>  <p>SOA: Describing the battlefield scene</p> <p>SOA End of topic - Cross curricular persuasive writing to answer the big question – Who was the greatest explorer? Why?</p>				
<p>Reading Focus text: The Lost Book Of Adventure By the Lost Adventurer</p>  <p>Focus domains: Comprehension Clarify Language for effect</p> <p>Focus text: Survivors</p>  <p>Focus domains:</p>	<p>Reading Focus Text: RSPB Wildlife in Your Garden</p>  <p>Focus domains: Comprehension Respond and Explain Themes and conventions</p> <p>Focus text: Great Adventurers</p> 	<p>Reading Focus text: Wild Animals of the South</p>  <p>Focus domains: Themes and conventions Respond and Explain</p> <p>Focus text: Wild Animals of the South</p> 	<p>Reading Focus text: Earth Shattering</p>  <p>Focus domains: Monitor and summarise Respond and Explain</p> <p>Focus text: King of the Cloud Forests</p> 	<p>Reading Focus Text: Wonder</p>  <p>Focus domains: Inference Themes and conventions</p> <p>Focus text: The Arrival</p>  <p>Focus domains:</p>	<p>Reading Focus Text: Body: The Ultimate Guide</p>  <p>Focus domains: Monitor and summarise Respond and Explain</p> <p>Focus Text: Tales from outer suburbia</p> 

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<p>Comprehension Monitor and Summarise</p> <p>Focus text: Shackleton's Journey</p>  <p>Focus domains: Comprehension Select and Retrieve</p>	<p>Focus domains: Comprehension Respond and Explain</p> <p>Focus text: Shakespeare Stories</p>  <p>Focus domains: Inference Clarify Themes and conventions Monitor and summarise</p>	<p>Focus domains: Themes and conventions Respond and Explain</p> <p>Focus text: The Wolves of Willoughby Chase</p>  <p>Focus domains: Respond and explain Inference Language for effect</p>	<p>Focus domains: Language for effect Themes and conventions</p>	<p>Inference Themes and conventions Clarify</p> <p>From the text: Stick Figures • Alert but not Alarmed • The Water Buffalo Focus domains: Inference Themes and conventions Clarify</p> <p>Focus Text: The Lady of Shallot – narrative poetry</p>	
<p>Read aloud</p> 	<p>Read aloud</p> 	<p>Read aloud</p> 	<p>Read aloud</p> 	<p>Read aloud</p> 	<p>Read aloud</p> 
Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
<p><i>First day of school poems</i> Adjective Poem Free Verse Read, appreciate and explore poetry Perform poetry</p>	<p><i>Snow by Walter de la Mare</i> Description poetry: Outcome Read, appreciate and explore poetry Write Poetry</p>	<p><i>Book of bones</i> Riddle: Outcome Read, appreciate and explore poetry Write Poetry (Riddle)</p>	<p><i>The Works</i> Free Verse: S.O.A. Read, appreciate and explore poetry Write Poetry</p>	<p><i>Werewolf Club Rules! and other poems</i> Read, appreciate and explore poetry Perform poetry</p>	<p><i>The Jumblies by Edward Lear</i> Nonsense poetry Read, appreciate and explore poetry Perform poetry</p>

Year Six Reading Progression

Word Reading	Comprehension	Inference	Language for Effect	Themes and Conventions
<ul style="list-style-type: none"> Can I read fluently and effortlessly across all subjects, applying all reading strategies? Can I read individual words accurately, which might be key to the meaning of a sentence or paragraph, thereby improving comprehension? Can I read independently, including longer texts and books I would not normally choose to read? Can I read age-appropriate books, which are structured in different ways and for different purposes? Can I recommend a book to a peer, giving reasoned justifications for my choices? Can I learn and read a wide range of poetry by heart? 	<ul style="list-style-type: none"> Can I apply appropriate strategies in order to find the meaning of unfamiliar vocabulary met in independent reading? Can I discuss the plausibility and accuracy of my suggestions for the meaning of unfamiliar words? Can I compare predictions with the events that occurred and consider why the predictions are accurate or plausible? Can I use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information that I have read? Can I make regular, brief summaries of what has been read, linking the summary to previous predictions about the text? Can I apply appropriate strategies in order to find the meaning of unfamiliar vocabulary met in independent reading? Can I summarise 'evidence' from across a text to explain events or ideas? Can I link parts of a text together in order to understand how details or specific sections support a main idea or point? Can I apply the skills of information retrieval, recording and presentation, from a non-fiction text, independently across the curriculum? Can I apply appropriate strategies in order to find the meaning of unfamiliar vocabulary met in independent reading? Can I understand how to use contents pages and indexes to locate information and apply these skills independently across the wider curriculum? Can I evaluate the reliability and usefulness of the evidence selected, including distinguishing between fact and opinion? Can I use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words that I have read? Can I text mark and comment on extracts which are significant to understanding the characters, events or ideas, an author's point of view or use of language? Can I compare characters, consider different accounts of the same event and discuss viewpoints, within a text and across more than one text? Can I discuss books that are read to me and those that can be read independently, giving reasoned justifications for my views, building on my own and others' ideas, and challenge views courteously? Can I present or debate about books that have been read, maintaining a focus on the topic, using notes as necessary? 	<ul style="list-style-type: none"> Can I understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, and explain how this influences the readers' view of characters? Can I make predictions, discussing the reasoning behind them, drawing on knowledge of the world, from reading other similar texts and what I have read earlier in the text? Can I compare predictions with the events that occurred and consider why the predictions were accurate or plausible? 	<ul style="list-style-type: none"> Can I discuss and evaluate the authors use of language, including figurative language, considering the impact on the reader? Can I understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts? Can I perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear for the audience? 	<ul style="list-style-type: none"> Can I recognise, compare and discuss themes in a wide range of books? Can I recognise how the narrative or author's voice influences the reader's point of view and frames their understanding? Can I distinguish between explicit and implicit points of view in non-fiction texts?

Year Six Writing Progression

Transcription and Handwriting	Composition and Effect	Text Structure and Organisation and Sentence Structure	Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> Can I use dictionaries to check the spelling and meaning of words? Can I draw on my knowledge of morphology and etymology to spell correctly? Can I sustain appropriate style and fluency throughout writing, including adapting to the purpose for writing? (e.g. quick legible notes, formal letters etc.) 	<ul style="list-style-type: none"> Can I identify the audience for, and purpose of, the writing, and select the appropriate form and maintain a consistent viewpoint throughout the piece of writing use other similar writing as models for my own composition? Can I ensure the consistent and correct use of tense throughout a piece of writing? Can I describe settings, characters and atmosphere by: using figurative language; selecting synonyms for effect; integrating dialogue to convey character and advance the action? Can I generate ideas, draft, and re-read a piece of writing to check that the meaning is clear? Can I evaluate and edit texts to enhance and clarify including: changes to vocabulary, grammar and punctuation; ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; editing sentences by either expanding or reducing for meaning and effect, ensuring the consistent and correct use of tense throughout? Can I proof-read work to correct spelling and punctuation mistakes? 	<ul style="list-style-type: none"> Can I use further organisational and presentational devices to structure text and to guide the reader? (e.g. headings, bullet points, underlining) Can I draw on a repertoire of sentence structures, including simple, compound, and multi-clause to expand ideas, convey key information and provide emphasis, detail and description? Can I consciously control the structure of sentences in writing and understand why sentences are constructed as they are? 	<ul style="list-style-type: none"> Can I understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing? (e.g. find out - discover; ask for - request; go in - enter). Can I use the passive voice to affect the presentation of information in a sentence? (e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken by me') Can I use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text? Can I use the colon to introduce a list? Can I punctuate using bullet points to list information? Can I proof-read for spelling and punctuation errors? Can I apply a knowledge of linguistic terms, including those to describe grammar, so that I can discuss my writing?

Spoken Language Progression

Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> Can I listen and respond appropriately to adults and my peers? Can I ask questions to develop my understanding and knowledge? Can I give reasons for my answers and opinions? Can I give some relevant descriptions, depending on context, including emotional responses? Can I use spoken language to develop understanding through imagining possibilities, making predictions and exploring ideas? Can I participate in a range of contexts, including discussions and role play, making some relevant points? Can I, through discussion, listen to others' views, recognising the opinions of others? Can I speak clearly using language appropriate to the task? 	<ul style="list-style-type: none"> Can I adopt, create and sustain a range of roles? Can I listen and respond appropriately to adults and my peers? Can I ask some relevant questions to develop my understanding and knowledge? Can I give relevant reasons for my answers and opinions? Can I give some well-structured descriptions, explanations and narratives for an increasing range purposes? Can I use spoken language to develop understanding through imagining possibilities, exploring ideas and making predictions in a range of contexts? Can I participate in discussions, debates and role play making increasingly relevant points and using appropriate vocabulary? Can I, through discussion, value, recognise and respond to the opinions of others? Can I gain the interest of the listener(s)? Can I speak clearly, with increasing fluency, using language appropriate to the task? 	<ul style="list-style-type: none"> Can I listen and respond appropriately to adults and my peers? Can I ask increasingly relevant questions to develop their understanding and knowledge? Can I justify answers, arguments and opinions? Can I give increasingly well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings? Can I use spoken language to develop understanding through speculating, making predictions, imagining and exploring ideas in a range of contexts? Can I participate in discussions, presentations, performances, role play, improvisations and debates conveying meaning and emotions, making relevant points and using appropriate vocabulary? Can I value, consider and begin to evaluate different viewpoints, building on the contributions of others? Can I gain, maintain and begin to monitor the interest of the listener(s)? Can I speak audibly and fluently using language appropriate to the task? 	<ul style="list-style-type: none"> Can I demonstrate a mastery of language through public speaking, performance and debate? Can I create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances? Can I adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non-verbally)? Can I ask relevant questions to extend my understanding and knowledge? Can I articulate and justify answers, arguments and opinions using relevant vocabulary? Can I give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings? Can I use spoken language across the curriculum to develop understanding through speculating, hypothesising, imagining and exploring ideas? Can I consider and evaluate different viewpoints, attending to and building on the contributions of others? Can I gain, maintain and monitor the interest of the listener(s)? Speak audibly and fluently with an increasing command of standard English, using language appropriate to the task?

Maths Vision			
	Respect	Courage	Resilience
Whole School Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
Maths Intent	Understand the impact of Mathematics on the world around us by making connections within the subject and across the curriculum	Develop a foundational knowledge of key mathematical concepts and ensure a basic understanding of number, fluency of factual recall and fluency of mathematical procedures	Prepare learners to think mathematically, be effective lifelong learners, eager to learn new things
Implementation	<ul style="list-style-type: none"> · Learning Journeys will make connections across mathematical ideas to develop fluency and mathematical reasoning. · Mathematical knowledge is promoted within the broader curriculum and applied to new problems and contexts. · Lessons and Learning Journeys make explicit links to real life and other subjects enabling children to understand that maths is all around them in their daily life. 	<ul style="list-style-type: none"> · High expectations for all are evident in lessons, Learning Journeys and books. · Children are taught a variety of ways to record their mathematical understanding systematically and effectively. · Learning Journeys will promote a consistent approach to mathematical strategies and vocabulary so children are able to solve mathematical problems, articulate their ideas and reason mathematically. · All children are provided with opportunities to apply their knowledge independently. 	<ul style="list-style-type: none"> · Learning Journeys will give regular opportunities for children to recap on prior knowledge through fluent in 5 and can you still questions. · Investigations are part of Learning Journeys and encourage children to explore multiple solutions and prove their understanding. · Routine and non-routine problems with increasing sophistication are used to develop resilience in seeking solutions.
Impact	<ul style="list-style-type: none"> · Children enjoy and are enthusiastic about their maths learning and can demonstrate where maths is relevant in other areas of the curriculum and real life. · Children are curious learners who enthusiastically spot patterns in their maths learning and make connections showing respect to the mathematical thinking of others. · Children have pride in their maths learning. 	<ul style="list-style-type: none"> · Children take risks in their learning, showing courage when faced with new learning, mathematical problems to solve or when applying maths skills to new situations or other areas of the curriculum. · Children have the courage to ask mathematical questions and make mathematical conjectures and generalisations. 	<ul style="list-style-type: none"> · Children are self motivated and show independence, always do their best and show resilience when learning new concepts, solving mathematical problems and reasoning mathematically. · Children develop a life long love of maths learning and an inquisitive mathematical mind. · Children think mathematically and have the resilience to work on more sophisticated problems.

Maths Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Three	Number and Place Value Addition and subtraction Multiplication and division Measures (time, length and mass) Fractions Geometry (2D shapes)		Number and Place Value Fractions Addition and Subtraction Measures (volume, capacity and scales) Multiplication and division Geometry (2D shapes) Statistics		Number and Place Value Measures (time, money and length) Addition and Subtraction Multiplication and Division (linked to measures) Fractions Statistics Geometry (3D shapes)	
Year Four	Number and Place Value Addition and subtraction Fractions (decimals) Multiplication and division Geometry (2d shapes) Measures (money, length, mass and time)		Number and Place Value Addition and subtraction (money and measures) Fractions Geometry Multiplication and division Measures (time, money, length, volume and capacity) Statistics		Number and Place Value Fractions Measures (mass) Addition, subtraction, multiplication and division (linked to money and measures) Statistics Geometry—position and direction	
Year Five	Number and place value Addition and subtraction Multiplication and division (including area) Fractions Geometry (2D and 3D shapes) Measures (time, length, mass and capacity)		Number and place value Fractions Geometry Addition and subtraction Multiplication and division Measures (volume, capacity, metric and imperial) Statistics		Number and Place Value Addition, subtraction, multiplication and division Fractions Geometry Measures (including decimals)	
Year Six	Number and place value Addition and Subtraction (including length) Multiplication and Division Measures—length, mass, capacity, area, perimeter and time Percentages Geometry (angles and circles) Fractions		Addition, subtraction, multiplication and division Algebra and formulae Geometry Measures Fractions (including ratio and proportion) Statistics		SATs Revision Multiplication and division Fractions and equivalence Calculation Geometry Fractions Ratio and Proportion Y6/Y7 Transition	

Year Three Termly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	3.1 Number and Place Value Addition and Subtraction			3.2 Measurement: Money	3.2 Addition and Subtraction	3.3 Multiplication and Division		3.4 Fractions		3.4 Geometry		3.5 Measurement	3.5 Measurement: Time	
	Measurement: Time : Utilise everyday opportunities to tell the time from an analogue clock. Use the vocabulary of time (am/pm; morning/afternoon; noon/midnight. Know the number of days in each month, year and leap year													
Spring	3.6 Fractions	3.6 Geometry	3.7 Addition and Subtraction			3.8 Measurement: Time	3.9 Multiplication and Division		3.9 Fractions	3.10 Number and Place Value Addition and Subtraction with Measurement		3.10 Statistics		
	Measurement: Time: Utilise everyday opportunities to tell the time, including on a clock face with Roman numerals. Number: Practise counting in multiples of 3, 4 and 50, and in 100s from any number.													
Summer	3.11 Multiplication and Division			3.12 Geometry		3.13 Addition and Subtraction		3.14 Multiplication and Division		3.14 Fractions	3.15 Measurement: Money and Time		3.16 Measurement: length	

Year Three Maths Progression

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| <ul style="list-style-type: none"> Can I count from 0 in multiples of 4, 8, 50 and 100? Can I find 10 or 100 more or less than a given number? Can I recognise the place value of each digit in a three-digit number (hundreds, tens, ones)? Can I compare and order numbers up to 1000? Can I identify, represent and estimate numbers using different representations? Can I read and write numbers up to 1000 in numerals and in words? Can I use my understanding of place value and partitioning of 3 digit numbers in different ways to solve problems? Can I demonstrate a working understanding of mass, (using kilograms and grams), solving problems that involve comparing, adding and subtracting quantities of mass? Can I read a variety of scales accurately? Am I beginning to know some simple conversions in the context of mass? Can I demonstrate a working understanding of capacity, (using litres and millilitres), solving problems that involve comparing, adding and subtracting quantities of liquid? Can I read a variety of scales accurately? Am I beginning to know some simple conversions in the context of capacity? Can I measure, compare, add and subtract: lengths (m/cm/mm)? Can I estimate whether an object or a distance is longer or shorter than a metre, and measure accurately to check? Can I measure length/distance accurately, using m and cm, recording these separately with mixed units of measure (e.g. 1m 23cm – NB: the understanding of decimal notation develops in Year 4.)? Can I solve scaling problems involving measures, using my understanding of multiplication and applying known facts (e.g. working out 5 times a distance or twice a length)? Am I beginning to know some simple conversions – e.g. 5m = 500cm – understanding the relationship between units of measure? Can I measure the perimeter of 2d shapes? Can I add and subtract numbers mentally, including a three digit number and ones, a three digit number and tens, a three digit number and hundreds? Can I add and subtract numbers with up to three digits? Can I estimate the answer to a calculation and use inverse operations to check answers Can I solve problems, including missing number problems, using facts, place value and more complex addition and subtraction? | <ul style="list-style-type: none"> Can I recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables? Can I write and calculate mathematical statements for multiplication and division using the multiplication tables that I know, including for two-digit numbers times one-digit numbers, using mental methods? Can I solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects? Can I add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)? Can I confidently solve problems that involve adding and subtracting fractions (with the same denominator, within whole), explaining my solutions? Can I recognise and show, using diagrams, equivalent fractions with small denominators? Can I solve problems that involve comparing and ordering fractions (unit fractions and fractions with the same denominator), explaining and showing proof that I have compared and ordered them correctly? Can I demonstrate that I can read a range of scales in pictograms and bar charts? Can I choose and appropriate representation for presenting data (e.g. a bar chart, a pictogram or a table), explaining why the one I have chosen is the most suitable? Can I solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables? Can I interpret data presented in bar charts, pictograms and tables, answering a range of questions? Can I draw 2-D shapes? Can I and make 3-D shapes using modelling materials? Can I recognise 3-D shapes in different orientations and describe them? Can I recognise that angles are a property of shape or a description of a turn? Can I identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle? Can I identify horizontal and vertical lines and pairs of perpendicular and parallel lines? |
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Year Four Termly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	4.1 Number and Place Value Addition and Subtraction			4.2 Measurement with Addition and Subtraction		4.3 Multiplication and Division		4.4 Fractions			4.5 Geometry	4.5 Measurement		4.5 Time
	Measurement: Time : Utilise everyday opportunities to tell the time from an analogue clock and a 24-hour clock. Estimate and read time with increasing accuracy to the nearest minute. Convert from hours to minutes, minutes to seconds, years to months, weeks to days.													
Spring	4.6 Factions		4.6 Geometry	4.7 Number and Place Value Addition and Subtraction			4.8 Measurement: Time	4.9 Multiplication and Division		4.9 Fractions	4.10 Place Value Addition and Subtraction with Statistics			
	Measurement: Time: Utilise everyday opportunities to tell the time, including on a clock face with Roman numerals. Convert to 12-hour and 24-hour time. Read Roman numerals to 100 (C). Practise counting in multiples of 25 and 1000 from zero													
Summer	4.11 Multiplication and Division			4.12 Geometry		4.13 Addition and Subtraction and Statistics		4.14 Multiplication and Division		4.14 Fractions	4.15 Measurement: Money and Time		4.16 Measurement: length	

Year Four Maths Progression

<ul style="list-style-type: none"> Can I count in multiples of 6, 7, 9, 25 and 1000? Can I find 1000 more or less than a given number? Can I count backwards through zero to include negative numbers? Can I order and compare numbers beyond 1000? Can I identify, represent and estimate numbers using different representations? Can I round any number to the nearest 10, 100 or 1000? Can I multiply a number by 10 and 100 explain the effect on a 2 and 3 digit numbers? Can I divide by 10 and 100 and explain the effect of this on three and four digit numbers? Can I solve number and practical problems that involve all of the above and with increasingly large positive numbers? Can I count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10? Can I find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths? Can I recognise and show, using diagrams, families of common equivalent fractions? Can I round decimals with one decimal place to the nearest whole number? Can I solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number? Can I solve simple measure and money problems involving fractions and decimals to two decimal places? Can I recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$? Can I find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths? Can I compare numbers with the same number of decimal places up to two decimal places? Can I answer a range of questions about information presented in a range of graphical representations, including bar charts, pictograms, tables and simple line graphs? Can I interpret the key information that is presented? Can I present discrete and continuous data, making decisions about the most appropriate graphical representations? Can I present and interpret information using a greater range of scales? Can I solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs? Can I convert between different units of measure? Can I compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes? Can I identify acute and obtuse angles and compare and order angles up to two right angles by size? Can I identify lines of symmetry in 2-D shapes presented in different orientations? 	<ul style="list-style-type: none"> Can I convert between different units of measure for mass? Can I estimate, compare and calculate different measures for mass? Can I use my increasing understanding of decimals to record decimal measures? Can I solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why? Can I add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate? Can I estimate and use inverse operations to check answers to a calculation? Can I make decisions about when to use mental/written methods and /or jottings based on the numbers involved? (link to making reasonable judgements and connections to place value e.g. $32 + 17$ $320 + 170$) Can I use and apply a range of written and mental strategies to solve addition and subtraction problems in a range of contexts? e.g. money, measure, time Can I recall multiplication and division facts for multiplication facts up to 12×12? Can I recognise and use factor pairs and commutativity in mental calculations? Can I solve problems and demonstrate confident and fluent use of all known times tables and division facts? Up to 12×12? Can I use my knowledge of factor pairs? Can I use the times facts I know to derive related facts? (e.g. 600 divided by $3 = 20$ can be derived from $2 \times 3 = 6$) Can I multiply two-digit and three digit numbers by a one-digit number beginning to use formal written layout? Can I solve multiplication problems in contexts (including two step problems, scaling and correspondence type see exemplification), choosing the appropriate operation and working with increasingly harder numbers? Can I use the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects? in the context of problem solving and to calculate mentally? Can I multiply two-digit and three digit numbers by a one-digit number using grid method? (see calculation policy) Can I divide a two digit number by a 1 digit using mental methods and jottings (see calculation policy) Can I divide by 10 and 100 and explain the effect of this on three and four digit numbers? (decimal answers linked to measures) Can I describe positions on a 2-D grid as coordinates in the first quadrant? Can I describe movements between positions as translations of a given unit to the left/right and up/down? Can I plot specified points and draw sides to complete a given polygon?
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Year Five Termly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	5.1 Number and Place Value Addition and Subtraction with measurement			5.2 Multiplication and Division with measurement			5.3 Fractions	5.4 Fractions	5.4 Time	5.4 Geometry and Measurement		5.5 Number and Place Value and Measurement with the Four Operations		
	Measurement: Utilise everyday opportunities to convert units using place value understanding and knowledge of tables facts													
Spring	5.6 Fractions		5.6 Geometry	5.7 Addition and Subtraction	5.7 Fractions	5.8 Statistics	5.9 Measurement and Geometry		5.9 Fractions	5.10 Addition and Subtraction	5.11 Multiplication and Division			
	Measurement: Utilise everyday opportunities to convert units using place value understanding and knowledge of tables facts. Practise mental strategies using facts, related derived facts and place value knowledge such as adding 99 , adding 0.99, near doubles etc													
Summer	5.12 Multiplication and Division		5.13 Geometry	5.14 Four Operations	5.15 Addition and Subtraction with Statistics		5.16 Fractions		5.16 Geometry	5.17 Multiplication and Division		5.18 Four Operation and Measurement		

Year Five Maths Progression

- Can I count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000?
- Can I extend and apply my understanding of the number system to the decimal numbers and fractions I have met so far (e.g. in the context of measures)?
- Can I read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit?
- Can I round any number up to 1 000000 to the nearest 10, 100, 1000, 10,000 and 100,000?
- Can I interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero?
- Can I solve number problems and practical problems that involve my place value knowledge?
- Can I multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for two-digit numbers?
- Can I multiply and divide numbers mentally drawing upon known facts where appropriate?
- Can I divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context?
- Can I multiply and divide whole numbers and those involving decimals by 10, 100 and 1000?
- Can I identify multiples and factors, including finding all factor pairs of a number, and common factor pairs of two numbers?
- Can I confidently use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers?
- Can I establish whether a number up to 100 is prime and recall prime numbers up to 19?
- Can I recognise and use square numbers and cube numbers, and the correct notation for both?
- Can I solve problems involving multiplication and division, including using knowledge of factors and multiples, squares and cubes?
- Can I solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign?
- Can I solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates?
- Can I estimate and compare acute, obtuse and reflex angles?
- Can I draw given angles, and measure them in degrees ($^{\circ}$), using a protractor accurately?
- Can I estimate in degrees (with reasonable accuracy) the size of an angle before measuring?
- Can I identify angles at a point and one whole turn (total 360°)?
- Can I identify angles at a point on a straight line and $\frac{1}{2}$ turn (total 180°)?
- Can I identify other multiples of 90°
- Can I solve problems linked to estimating, comparing and measuring angles?
- In the context of multi-step problems and investigations, can I confidently add together numbers with more than 4 digits, using a formal written (column) method where appropriate and explain what I have done?
- In the context of multi-step problems and investigations, can I confidently subtract from numbers with more than 4-digits, using a formal written (column) method where appropriate and explain what I have done?
- Am I routinely able to use rounding to approximate a solution or answer so that I can check accuracy?
- Can I multiply proper fractions and mixed numbers by whole numbers?
- Can I read, write, order and compare numbers with up to three decimal places?
- Can I recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents?
- Can I solve problems involving numbers up to three decimal places?
- Can I recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal?
- Can I solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25?
- Can I compare and order fractions whose denominators are all multiples of the same number?
- Can I identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths?
- Can I recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$)?
- Can I add and subtract fractions with the same denominator and denominators that are multiples of the same number?
- Can I round decimals with two decimal places to the nearest whole number and to one decimal place?
- Can I convert between different units of metric measure? (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- Can I understand and use equivalences between metric units and common imperial units such as inches, pounds and pints?
- Can I estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity? (e.g. using water)
- Can I solve problems involving converting between units of time?
- Can I use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling?
- Can I complete, read and interpret information in tables, including timetables? (from statistics)

Year Six Termly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
Autumn	6.1 Number and Place Value Addition and Subtraction			6.2 Multiplication and Division			6.3 Fractions	6.4 Percentages	6.4 Time	6.4 Geometry		6.5 Number and Place Value And Measurement with the Four Operations			
	Utilise everyday opportunities to develop fluency with a broad range of arithmetic strategies in the context of the current unit of work. Revise and consolidate key facts for measurement and conversion of units of measure.														
Spring	6.6 Fractions and Ratio		6.6 Geometry and Measurement	6.7 Addition and Subtraction (Fractions) with Algebra		6.8 Statistics	6.9 Measurement	6.9 Algebra	6.10 Four Operations with Statistics		6.11 Geometry	6.11 Fractions			
	Utilise everyday opportunities to develop fluency with a broad range of arithmetic strategies in the context of the current unit of work. Revise and consolidate key facts for measurement and conversion of units of measure.														
Summer	6.12 Multiplication and Division			6.13 Statutory Tests	6.14 Fractions	6.15 Four Operations and Algebra		6.16 Fraction with Geometry. Ratio and Proportion			6.17 Multiplication and Division		6.18 Measurement		

Year Six Maths Progression

<ul style="list-style-type: none"> Can I solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why? Can I multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication? Can I divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context? Can I divide numbers up to 4 digits by a one digit number using the formal written method of short division where appropriate, interpreting remainders according to the context? Can I perform mental calculations, including with mixed operations and large numbers? Can I identify common factors, common multiples and prime numbers? Can I use my knowledge of the order of operations to carry out calculations involving the four operations? Can I use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Can I multiply numbers with up to two decimal places by whole numbers? Can I use written division methods in cases where the answer has up to two decimal places? Can I solve problems which require answers to be rounded to specified degrees of accuracy? Can I solve problems involving addition, subtraction, multiplication and division? Can I multiply 1-digit numbers with up to two decimal places by whole numbers? Can I use simple formulae? Can I generate and describe linear number sequences? Can I express missing number problems algebraically? Can I find pairs of numbers that satisfy an equation with two unknowns? Can I enumerate possibilities of combinations of two variables? Can I calculate area and perimeter and recognise that shapes can have the same area but different perimeters and visa versa? Can I use formulae to explain the area or volume of shapes? Can I calculate the area of parallelograms and triangles? Can I calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units (for example, mm^3 and km^3)? 	<ul style="list-style-type: none"> Can I recognise when it is possible to use formulae for area and volume of shapes? Can I use simple formulae in geometry? Can I draw 2D shapes when given dimensions and angles? Can I recognise and make simple 3D shapes, including making nets? Can I compare and classify geometric shapes? Can I find unknown angles in triangles, quadrilaterals and regular polygons? Can I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles? Can I illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius? Can I use formulae in geometry? Can I describe positions on the full coordinate grid (all four quadrants)? Can I draw and translate simple shapes on the coordinate plane, and reflect them in the axes? Can I confidently work with all standard units of measure, and work out conversions between different ones, including metric and imperial? Can I solve problems involving time, using analogue times as well as digital 12 and 24 hour times? Can I calculate area and perimeter and recognise that shapes can have the same area but different perimeters and visa versa? Can I use and apply my knowledge of common multiples to simplify fractions? Can I use common multiples to express fractions in the same denomination? Can I compare and order fractions (including fractions > 1)? Can I add and subtract fractions with different denominators and mixed numbers? Can I multiply pairs of proper fractions and begin to give the answer in its simplest form? Can I begin to divide proper fractions by whole numbers? Can I calculate decimal fraction equivalents? Can I begin to recall and use equivalences between simple fractions, decimals and percentages in different contexts? Can I interpret and construct line graphs and use these to solve problems? Can I calculate and interpret the mean as an average?
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Science Vision			
	Respect	Courage	Resilience
Whole School Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
Science Intent	Understand the impact of Science on the world around us Children understanding the role of Science in the wider community	Build a foundational knowledge of key scientific concepts Children can use their Science knowledge to explain and predict Children can discuss cause and effect	Build on natural curiosity and excitement Children can form purposeful questions and test them through investigations Children can recognise error and make changes
Implementation	<ul style="list-style-type: none"> Children to develop teamwork skills to plan investigations together. Learning Journeys make reference to key scientists within that area of learning. Draw upon scientists in the local community to inspire and engage children further. 	<ul style="list-style-type: none"> Lessons will be based around key ideas which children will then apply to a problem. Children to be taught a variety of ways to record their understanding concisely. Children build on their knowledge of cause and effect using investigations. Children are given opportunities to apply key ideas independently in each lesson. High expectations for all are evident in Science Learning Journeys and books. 	<ul style="list-style-type: none"> Elements of prior knowledge will be recapped in all lessons. Learning Journeys will provide regular opportunities for children to apply their knowledge. Children are given opportunities to form and revise their own questions which they can investigate. Where appropriate, investigations will be child-led and children will be encouraged to challenge themselves and deepen their thinking. The Science Learning Journey makes explicit links to real-life applications of Science.
Impact	<ul style="list-style-type: none"> Children are aware of how Science influences the world around them. Children enjoy Science and are aware of opportunities relating to Science in later life. 	<ul style="list-style-type: none"> Children will have key scientific knowledge which they can apply. Children will be able to plan investigations and apply their knowledge in order to explain ideas, predict what might happen and show relationships between cause and effect. 	<ul style="list-style-type: none"> Children can apply their prior knowledge to new learning. Children will develop their curiosity through exploration of scientific concepts.

Science Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Magnets	Rocks, Soils and Fossils	Animals - Skeleton and Movement	Light	Plants	
Year 4	States of Matter (inc. Solids, Liquids and Gases)	Animals including humans (digestion, teeth, food chains)	Electricity	Sound	Living Things	
Year 5	Forces	Earth and Space	Properties of Materials	Living Things (life cycles, reproduction)	Animals inc. Humans (changes with age inc. puberty)	
Year 6	Light	Classification and Evolution	Controlling Electrical Circuits	Circulation		

Year Three Science Progression

Magnets	Rocks, Soils and Fossils	Animals - Skeleton and Movement	Light	Plants
<ul style="list-style-type: none"> Some forces need contact Magnets exert attractive forces on some metals Magnetic forces work through other materials including air, so magnets don't need to be touching to exert their force and this is called a non-contact force? The end of a magnet is called a pole, opposite poles are called north and south Magnets exert attractive forces on each other when the poles facing each other are north and south (opposites) Magnets exert repulsive forces on each other when the poles facing each other are the same The strength of magnetic forces are affected by the strength of the magnet, the distance between the magnet and the object and the material the object is made from 	<ul style="list-style-type: none"> A rock is a solid material made up of minerals forming part of the surface of the Earth Rocks are exposed on the surface at cliffs, hills and mountains but are also under the surface. Some rocks, called ores contain metals Some rocks are made of grains squashed together and can contain the remains of long-dead organisms, called fossils. This type of rock is called sedimentary rock, an example would be limestone, sandstone or mudstone Some rocks are made of crystals that are locked tightly together. These are called igneous and metamorphic rocks; an example of igneous rock is granite, and an example of metamorphic rock is slate These three types of rocks all have different properties to each other, including porosity, hardness, reaction to chemicals The properties of the rock depend on how the rock was formed, e.g. Some igneous rocks form from lava from volcanoes and cool very quickly leading to very small crystals 	<ul style="list-style-type: none"> Vertebrates have internal skeletons that protect vital organs Some invertebrates have exoskeletons that protect vital organs Skeletons support the weight of land animals and that stronger bones can support a greater mass Bones are connected (but can move relative to each other) at joints and that muscles connect to bones and move them when they contract and stronger bones can anchor stronger muscles 	<ul style="list-style-type: none"> There must be light for us to see. Light comes from a source. We need light to see things, even shiny things. If an object is transparent light will go through it and we will be able to see through it. If an object is opaque, it will block the light and no light will get through. If an object is perfectly reflective light will bounce back off it and we will see reflections of objects. If the material is translucent, it will allow light through, but we won't be able to see through it. 	<ul style="list-style-type: none"> Can I identify that plants don't eat and so have to make their own food to provide them with energy and material to grow? Can I explain that to make the food (sugar) plants need water from the ground, carbon dioxide from the air and light from the sun. The water is taken up through the roots from the soil and the carbon dioxide is taken in through the leaves Can I explain that as well as food, plants also make oxygen which is given out back into the air through the leaves Flowering plants reproduce by the process of pollination Pollination leads to the formation of a seed which can grow into a new plant Flowering plants have evolved specific parts to carry out pollination and seed growth Those parts are stamen where pollen is produced, stigma where pollen is collected, and the ovaries which contains the eggs that become a seed when the pollen travels down the stigma and meets the egg Flowers have petals also are a range of colours, patterns, and smells to attract insects

	<ul style="list-style-type: none"> • Soil is made up of small broken-down pieces of rock. • Soil contains a range of different size rock pieces, e.g., sand grains or stones. • Soil also contains humus (rotted plant material) • Soil made of very fine rock is called silt or clay. 			<ul style="list-style-type: none"> • Plants and flowers look different because they pollinate in different ways. • There are two types of pollination Insect and wind • Insect pollinated flowers are usually bright coloured and strong scents • Wind pollinated flowers have less colourful petals and much less scent • Plants have evolved many different ways to disperse their seeds • Seed dispersal increases the chances of seeds germinating and growing into a mature plant • A seed contains a miniature, undeveloped version of the plant • They contain a food store for the first stage of growth (until the plant can make its own food) • They are surrounded with a protective coat.
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Year Four Science Progression

Sound	Making Electrical Circuits Work	States of Matter	Living Things	Animals including Humans
<ul style="list-style-type: none"> • Sounds can be produced in a variety of ways. • Sounds have the properties of pitch and volume. • When a sound is produced it spreads out from its source in all directions • Sound is caused by vibration (objects move rapidly back and forth or up and down) • When objects vibrate it makes the objects in contact with it also vibrate. This includes the air. • The vibration travels through the air and makes other objects it is in contact with vibrate including your ear drum. • Pitch and volume are caused by how the material vibrates • The pitch of a sound is caused by how fast an object vibrates. This is called the frequency of vibration. Higher the frequency, higher the pitch • Smaller objects or tighter strings tend to vibrate with a higher frequency • The volume of sound is caused by how big each vibration is. This is called the amplitude of vibration. The bigger the amplitude the higher the volume. 	<ul style="list-style-type: none"> • Lots of devices are powered by electricity • Electricity comes from a source • There are two main sources- batteries and mains • A battery pushes electricity to the device. • To be able to push electricity the battery must be connected to the device using wires • This is called a circuit • If there are more batteries added to a circuit this provides a bigger push on the electricity • This will make the device work harder e.g., brighter bulbs, faster spinning motor, louder buzzer • Some materials will allow electricity to flow through them- Conductors • Other materials will not allow electricity to flow through them- Insulators 	<ul style="list-style-type: none"> • Can I recognise that materials can be divided into solids liquids and gases? • Can I explain that solids hold their shape unless forced to change? • Can I describe that liquids flow easily but stay in their container because of gravity? • Can I recognise that gases move everywhere and are not held in containers by gravity? • Can I identify that heating causes solids to melt into liquids and liquids to evaporate to gases? • Can I identify that cooling causes gases to condense to liquids and liquids to freeze to solids? • Can I determine that different substance change state at different temperatures but the temperatures at which given substances change state are always the same? • Can I identify that the temperature at which a substance melts from a solid to a liquid is the same at which it freezes from a liquid to a solid? • Can I recognise that the temperature at which a substance boils from a liquid to a gas is the same at which it 	<ul style="list-style-type: none"> • Living things can be divided into groups based upon their characteristics • Classification keys help group, identify and name living things • Animals can be classified as vertebrates (having a spine) or invertebrates (lacking a spine) • In any habitat there are food chains and webs where nutrients are passed from one organism to another when it is eaten • If the population of one organism in the chain or web is affected, it has a knock-on effect to all the others • Mammals, amphibians, insects and birds have different life cycles • Lifecycles vary in time depending on the species of animal- it can be as short as just a few weeks for insects, to up to 200 years for sea urchins. Larger animals often have longer life cycles but not always. • All animal life cycles begin with growth and development followed by reproduction • Environmental change affects different habitats differently • Human activity significantly affects the environment • Different organisms are affected differently by environmental change 	<ul style="list-style-type: none"> • Can I recognise that animals need a variety of foods to help them grow and survive and the main food groups are: <ul style="list-style-type: none"> • Meat, dairy and pulses to provide protein for muscles? • Grains and root vegetables to provide carbohydrates for energy? • Fat for insulation and energy? • Fruit and vegetables for minerals, vitamins and fibre and that these are essential to keep our bodies working well and protect us from illnesses? • Can I explain that different animals require different foods to survive and that humans require a balanced diet to remain healthy but healthy diets vary depending upon the type of activity that humans do? • Can I identify that the nutrients in food have to get to every part of the body, that the blood transports them and that the role of digestion is to get the nutrients in food to dissolve in the blood, if it doesn't dissolve it can't enter the blood and be transported?

		<p>condenses from a gas to a liquid?</p> <ul style="list-style-type: none"> • Can I recognise that liquids evaporate slowly, even below their boiling temperatures? • Can I recognise that when more than one substance are present in the same container it is called a mixture? • Can I identify that when a substance is added to a liquid it has dissolved if no bits of the substance can be seen and the liquid is transparent and that this mixture is called a solution. • Can I identify that not all substances dissolve in water? • Mixtures can be separated if the substances have different properties • This is because the substances in the mixture are still present and are unchanged • There are different techniques for separating mixtures • Can I recognise all mixtures can be separated if they have a difference in property and this is because both (or all) of the materials are still present? 		
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Year Five Science Progression

Space and Gravity	Properties of Materials	Forces that Oppose Motion	Living things Animals inc. humans
<ul style="list-style-type: none"> • A Solar system is a collection of planets, which orbit (a curved path) a star. • There are huge number of stars in space and therefore a huge number of solar systems • Our solar system consists of 8 planets, many of those planets have moons which orbit around them. • Our solar system can be represented with a model (see diagram), but it isn't possible to draw it to scale. • The planets and moons are rotating (spinning) • The time it takes one planet to rotate is called a day. On Earth this is 24 hours • The time it takes a planet to complete one orbit around its star is called a year. On Earth this is 365.25 days • The solar system is with a massive collection of stars called the galaxy (called the Milky way) <p>The Milky way is one of billions of galaxies in the Universe.</p> <ul style="list-style-type: none"> • Stars are huge balls of gas that produce vast amounts of light and heat. • Asteroids are lumps of rock that orbit a star (there are millions in between Mars and Jupiter) <p>Comets are objects that are made of Ice, which melts when they get closer to the sun leaving a tail.</p> <ul style="list-style-type: none"> • Gravity is force of attraction between two objects with mass (a quantity of matter) • The bigger the mass the bigger force it exerts 	<ul style="list-style-type: none"> • All matter, including gas, has mass. • Sometimes, mixed substances react to make a new substance. These changes are usually irreversible. • Heating can sometimes cause materials to change permanently. When this happens, a new substance is made. These changes are not reversible. • Indicators that something new has been made are the properties of the material are different (colour, state, texture, hardness, smell, temperature) • If it is not possible to get the material back easily it is likely that it is not there anymore and something new has been made (irreversible change) 	<ul style="list-style-type: none"> • Can I establish that when objects move through air and water they have to push it out of the way and that the water and air push back with forces called water resistance and air resistance and that the harder it is to push the material out of the way the greater the resistance? • Can I recognise that gases weigh less than liquids and so water resistance is greater than air resistance? • Can I recognise that friction is a force against motion caused by two surfaces rubbing against each other and that it occurs because no surfaces are perfectly smooth; they have bumps and undulations that can interlock when placed on top of each other? • Can I explain that to move one interlocking surface over another one of three things must happen: <ul style="list-style-type: none"> · The surfaces must rise slightly · The bumps on the surface must bend · The bumps on the surface must break • Can I identify that all of these actions requires a force, this is what causes friction? • Some objects require large forces to make them move; gears, pulley and levers can reduce the force needed to make things move. • The use of levers can reduce the force needed to move things. The object you are lifting is called the load, and the force you 	<ul style="list-style-type: none"> • Sounds can be produced in a variety of ways. • Sounds have the properties of pitch and volume. • When a sound is produced it spreads out from its source in all directions • Sound is caused by vibration (objects move rapidly back and forth or up and down) • When objects vibrate it makes the objects in contact with it also vibrate. This includes the air. • The vibration travels through the air and makes other objects it is in contact with vibrate including your ear drum. • Pitch and volume are caused by how the material vibrates • The pitch of a sound is caused by how fast an object vibrates. This is called the frequency of vibration. Higher the frequency, higher the pitch • Smaller objects or tighter strings tend to vibrate with a higher frequency • The volume of sound is caused by how big each vibration is. This is called the amplitude of vibration. The bigger the amplitude the higher the volume.

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- Gravity works over distance but gets weaker as distance increases
- Stars, planets, moons have a very large amount of mass. They exert a gravitational attraction on each other
- Differences in gravity result in smaller mass objects orbiting around larger mass objects, e.g., planets around stars and moons around planets

- apply to the arm to make the object move is called the **effort**.
- The use of pulleys can reduce the force needed to move things

Year Six Science Progression

How Light Behaves	Classification and Evolution	Controlling Electrical Circuits	Circulation
<ul style="list-style-type: none"> Can I recognise that when light is emitted from a light source it travels in straight lines until it hits an object and this can be represented by an arrow? Can I recognise that shadows form when light hits an opaque object, the area behind is in darkness because light can only travel in straight lines? Can I identify that when light hits a transparent object it goes through it in a straight line so we can see a clear image through it? Can I identify that when light hits a translucent material it goes through it but is scattered, this means light can pass through but we can't see an image through it? Can I identify when light hits a mirrored surface it reflects off it in straight lines, so we can see an image in the reflective material? Can I identify that sometimes when light hits a material it reflects off it in many different directions (it is scattered) and that in this case light will be reflected but no image will be seen in the material? Can I establish that shiny surfaces are better reflectors and rough surfaces scatter light more and that opaque objects don't allow any light to pass through them? Can I recognise that animals see objects when light is reflected off the object and enters the eye through the pupil and that the pupil changes its size to allow enough, but not too much light into the eye and too 	<ul style="list-style-type: none"> The Earth is very old. Around 4.2 billion years. We know this from dating rocks Life first appeared on Earth around 3.8 billion years ago. Life was, at first, very simple but over millions and millions of years life became more complex through the process of evolution There are many sources of evidence for evolution Fossils are one of the main sources of evidence for evolution. They show when new organisms appear and when they go extinct. Due to the nature of fossil formation and discovery, fossils only provide an incomplete record of evolution. Scientists use fossils along with other pieces of evidence (DNA, Embryology, comparative anatomy, artificial selection) to work out how organisms have evolved Fossils form when dead organisms are rapidly buried or leave an imprint and are turned to stone over a long period of time. If they survive in the Earth, they then have to be found by a palaeontologist who will study them. All living (and extinct) organisms are classified into groups based upon their physical features. This includes animals, plants, fungi, and microorganisms like bacteria. Within each of these broad groups, organisms are classified into small subgroups. Animals- invertebrates, 	<ul style="list-style-type: none"> Current is the flow of electricity around a circuit. The power supply in a circuit pushes the current round the circuit The voltage of the power supply is a measure of this push Voltage is measure in volts Batteries have a limited store of energy and when this is gone, they can no longer push the current Current is the flow of electricity through a conductor When current passes through a device it makes it work The larger the flow of current, the harder the device works All parts of a circuit offer resistance to electrical current including the wires. Resistance is the slowing down of electrical current The more devices added into a circuit the greater the resistance This means less current flows around the circuit 	<ul style="list-style-type: none"> Can I recognise that all animals need oxygen to survive and that air is breathed into the lungs where the oxygen in the air is passed into the blood and every part of animals bodies need oxygen, especially muscles? Can I identify that muscles need a supply of oxygen and sugar to make them work, they are supplied this by the blood? Can I explain that the blood circulates around the body in a way that ensures all muscles in the body get a supply of oxygen and sugar? Can I demonstrate that the heart pumps blood to every muscle in the body and that the circulatory route must allow the blood to collect oxygen from the lungs, sugar from the intestines and visit muscles and the blood then returns to the heart where it is pumped again?

much light damages the eye and too little results in poor quality images?

mammals, birds, amphibians, reptiles and fish, Plants- flowering plants, ferns, conifers, moss.

- Bacteria are a group of organisms that are not visible to the naked eye but are very abundant and have distinct physical features we can only see under powerful microscopes.
- **Evolution** is the change of physical form in a population over a long-time span
- **Natural selection** is the process which controls that change.
- In any **population** there is **variation** and **competition** for resources (food, water, mates).
- Within that variation, organisms that have features which make them better **adapted** at securing food, water, and mates, are more likely to survive and produce **offspring** which have **inherited** those same successful features. Those that are not well adapted will eventually go **extinct**.
- Over a long enough timeline all organisms in a population will have those successful features.
- This is known as the *Theory of Evolution by Natural Selection* and was developed by **Charles Darwin** in 1859
- Before Darwin, **Lamarck's** Idea of acquired characteristics was proposed. (Giraffes stretch their necks in life, which made their children have longer necks).
- Darwin as a young man travelled around the world on the **HMS Beagle**. On this 5-year voyage he saw lots of things and recorded down lots of evidence which allowed him to work out how organisms change over time by a different mechanism of Natural selection

Working Scientifically

Year Three Year Four

- Asking relevant questions and using scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations
- Taking measurements using standard units using a range of equipment
- Gathering, recording, classifying and presenting data in a variety of ways
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Reporting on findings from enquiries including results and conclusions (oral or written)
- Using results to draw simple conclusions, make predictions for new values or suggest improvements
- Identify differences similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings

Year Five Year Six

- Planning different types of scientific enquiries to answer questions
- Recognising and controlling different variables
- Taking measurements using a range of equipment with accuracy and precision taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels
- Use classification keys, tables, scatter graphs, line and bar graphs to record data
- Use test results to make predictions and set up further comparative and fair
- Report and present findings from enquiries including conclusions, causal relationships and a degree or trust in results in oral and written forms
- Identify scientific evidence that has been used to support or refute ideas or arguments

RE Vision			
	Respect	Courage	Resilience
Whole School Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
R.E. Intent	Our intention is to prepare children to be active and respectful members of society within a happy, safe and welcoming environment founded on the Christian faith	Our intention is to provide opportunities for every child to succeed and to strive towards excellence in everything they do by helping them to explore some of the fundamental questions of life, by thinking about their own and other experiences and beliefs	Our intention is for R.E. to contribute to pupils' personal development and well-being, as well as to community cohesion, by promoting tolerance in a diverse society
Implementation	<ul style="list-style-type: none"> Children develop a mutual understanding and respect between people of differing religious and cultural backgrounds, helping to promote a harmonious society in school and beyond. Children are encouraged to give meaningful and personal responses to religious concepts. Children understand the subject specific vocabulary relating to that concept. Key concepts are taught relating to all religions which develop an understanding of their place within the wider community. Children are encouraged to develop a reflective approach to life in an atmosphere of openness, exploration and enquiry. 	<ul style="list-style-type: none"> Lessons are taught through the Living Difference circle of enquiry: communicate, apply, enquire, contextualise, evaluate. High expectations are evident for all learners. Religious concepts are gradually developed and broadened during their time at St Michael's to deepen children's understanding over time. Children are given opportunities to explore a wide range of religions and beliefs across the school. 	<ul style="list-style-type: none"> Children are encouraged to discuss their own cultures and beliefs in a manner that follows our British values, showing respect and equality. Learning Journeys challenge misconceptions so that children can develop their own beliefs without ignorance. Experiences provided to help the children become well rounded pupils, accepting of all, such as visiting places of worship and speaking to people of different faiths.
Impact	<ul style="list-style-type: none"> Children are aware of how RE influences the world around them. Children enjoy RE and respect, tolerate and celebrate the diversity in society. Children are able to use their knowledge to apply religious perspectives to everyday life. 	<ul style="list-style-type: none"> Children are aware and tolerant of others religious and cultural beliefs. Children will have the courage to apply their knowledge in order to explain ideas and beliefs. 	<ul style="list-style-type: none"> Through RE lessons, children will be able to understand, discuss religious concepts. Children use increasingly complex subject specific vocabulary.

RE Plan 2025-26

Special



Belonging



Community



Love



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Year Three	Belonging (Islam) (I)	Angels (Angels) (C)	Authority Torah (J)	Symbols of the cross (C)	Sacred (Places of Worship) Overview study 	Pondering unit To be led by the children
Year Four	God (How do people describe God?) Overview Study	Holy (Mary Mother of God) (C)	Purim (Identity) (J)	Jesus the Law Breaker (C)	Protection (H)	Pondering unit To be led by the children
Year Five	Peace (B)	Interpretation (Christmas- the two birth narratives) (C)	A good life (Hu)	Salvation (The Christian Story) (C)	Stewardship Overview study	Pondering unit To be led by the children
Year Six	Ritual (Ritual in Islam) (I)	Incarnation (An extraordinary baby) (C)	Love (Siwa) (S)	Resurrection (The empty cross) (C)	River of Life (Hu)	Pondering unit To be led by the children

Respect

Courage

Resilience

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These skills are covered in each year group – Following Hampshire's The Living Difference III, and their cycle of enquiry

Communicate – To further understanding of the concept through an activity or experience.

Apply – The children can look at their own and others examples of the concept within their own life.

Enquire – Find out about the concept, how the child understands the concept so far.

Contextualise – Exploring how the concept applies to a particular religion. Explore a story or case study for that concept.

Evaluate – To explore why it is important for the religions to have the concept and gives the child a chance to form their own opinions about the value of that concept in and out of the religion.

Year Three	Year Four
<p>Communicate</p> <p>“ Can I describe, in simple terms, my response to the concepts studied?</p> <p>Apply</p> <p>“ Can I identify how simple examples could be applied in my own and others’ lives?</p> <p>Enquire</p> <p>“ Can I describe in simple terms what the concept means to different people?</p> <p>Contextualise</p> <p>“ Can I describe how the concept is important to people (living a religious life in the religion studied)?</p> <p>Evaluate</p> <p>“ Can I evaluate, by describing in simple terms, the importance of the concept to believers and to myself?</p>	<p>Communicate</p> <p>“ Can I describe my own responses to the concepts studied?</p> <p>Apply</p> <p>“ Can I describe examples of how my responses are, or could be, applied to my own life and the lives of others?</p> <p>Enquire</p> <p>“ Can I describe the key concepts that are common to all people, as well as those that are common to the lives of many living a religious life?</p> <p>Contextualise</p> <p>“ Can I describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied?</p> <p>Evaluate</p> <p>“ Can I evaluate the human experience of the concepts studied, by describing their value to people?</p> <p>“ Can I, after dialoguing with others, recognise, identify and describe some issues raised?</p>
<p>Year 5</p> <p>Communicate</p> <p>“ Can I explain the meaning of the different concepts studied?</p> <p>Apply</p> <p>“ Can I explain examples of how my responses are, or could be, applied to my own life and the lives of others?</p> <p>Enquire</p> <p>“ Can I describe the key concepts that are common to all people, as well as those that are common to the lives of many living a religious life?</p> <p>Contextualise</p> <p>“ Can I describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied?</p> <p>Evaluate</p> <p>“ Can I evaluate examples of concepts studied, by describing their value to people living a religious life?</p> <p>“ Can I, after dialoguing with others, recognise, identify and describe some issues raised?</p>	<p>Year 6</p> <p>Communicate</p> <p>“ Can I explain my own responses to the human experience of the concepts explored?</p> <p>Apply</p> <p>“ Can I explain examples of how my responses to the concepts can be applied in my own life and the lives of others?</p> <p>Enquire</p> <p>“ Can I can explain key concepts that are common to all people as well as those that are common to many religions?</p> <p>“ Can I describe some key concepts that are particular to the specific religions studied?</p> <p>Contextualise</p> <p>“ Can I explain how the concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied?</p> <p>Evaluate</p> <p>“ Can I evaluate the concepts by explaining their value to people living a religious life (by drawing on examples)?</p> <p>Can I through dialogue with my peers, discern for myself, and so identify and describe in increasingly complex ways, some of the issues I raise?</p>

PSHE Vision

	Respect	Courage	Resilience
Whole School Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
PSHE Intent	Everyone is provided with a variety of opportunities to develop their understanding of how to value and respect others	Everyone is provided with a variety of opportunities to understand themselves in order to be the best that they can be	Everyone recognises their own strengths and can see how this can enable them to be valued members of the wider community
Implementation	<ul style="list-style-type: none"> · The curriculum provides children with the tools to relate to one another in a positive way. · Children are taught to recognise the features of positive relationships in a range of settings, including online. · The children learn how to appreciate other people and have gratitude for what they have. · The children learn to respect themselves and be thankful for their own strengths. · Children learn the importance of community and how they can play a part in respecting where we live and the people who serve the community. 	<ul style="list-style-type: none"> · Everyone learns how to identify their strengths and celebrate who they are. · Children learn that making mistakes in their learning leads to greater understanding. · The PSHE curriculum provides children with the time to understand how to be courageous and that working as a team facilitates that. · The curriculum provides children with the opportunity to set goals and aim high so that they can be their best selves. 	<ul style="list-style-type: none"> · Everyone is encouraged to set goals, take action, help others and seek help when needed. · The PSHE curriculum provides opportunities to build on prior learning and experiences. · The PSHE curriculum enables children to deal with tricky situations in and out of school through role play and discussion work. · Children develop resilience when experiences are challenging and ask questions to clarify understanding when they need to.
Impact	<ul style="list-style-type: none"> · Children are caring, considerate and polite members of the school and the wider community. · Children are able to have positive relationships with others including in an online setting. · Children know they are an important part of the school and wider community. · Everyone in the school community has pride in themselves and takes responsibility for themselves and others. 	<ul style="list-style-type: none"> · Children face new challenges with courage, in all aspects of their lives, taking risks in their learning and learning from their mistakes. · Children can apply their skills to new learning across all areas of the curriculum. · Children use their strengths to be the best they can be. 	<ul style="list-style-type: none"> · Children are self-motivated and independent at all times, always doing their best and never giving up. · Children are able to independently transfer skills. · Children feel prepared for the challenges of their continuing education and for their lives in the wider world

Year 3 PSHE Progression						
	Autumn		Spring		Summer	
	<u>Through The Ages</u>		<u>The Romans</u>		<u>Exciting Egyptians</u>	
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Can you still?	AFL of infant knowledge, children will have had had different experiences	Can you explain why rules are needed? What would happen to e.g school with no rules?	Can you still recall our school values? What have you done today to meet these values?	Say what an obstacle is and how they can hinder development?	Recall different types of exercise and how they affect your body	Recall some skills of friendship
	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Taught Knowledge	<ul style="list-style-type: none"> Know that the school has a shared set of values Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views 	<ul style="list-style-type: none"> Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that conflict is a normal part of relationships Know that some words are used in hurtful ways and that this can have consequences 	<ul style="list-style-type: none"> Know that they are responsible for their own learning Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles 	<ul style="list-style-type: none"> Know how exercise affects their bodies Know that there are different types of drugs Know that there are things, places and people that can be dangerous Know when something feels safe or unsafe 	<ul style="list-style-type: none"> Know that different family members carry out different roles or have different responsibilities within the family Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online 	<ul style="list-style-type: none"> Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty

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			<ul style="list-style-type: none"> • Know what dreams and ambitions are important to them 		<ul style="list-style-type: none"> • Know that they and all children have rights (UNCRC) 	
Social and Emotional Skills	<ul style="list-style-type: none"> • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively 	<ul style="list-style-type: none"> • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to show appreciation for their families, parents and carers 	<ul style="list-style-type: none"> • Can break down a goal into small steps • Can manage feelings of frustration linked to facing obstacles • Imagine how it will feel when they achieve their dream/ambition 	<ul style="list-style-type: none"> • Respect their own bodies and appreciate what they do • Can take responsibility for keeping themselves and others safe • Identify how they feel about drugs • Can express how being anxious or scared feels 	<ul style="list-style-type: none"> • Know how to access help if they are concerned about anything on social media or the internet • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	<ul style="list-style-type: none"> • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can suggest ways to help them manage feelings during changes they are more anxious about • Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry

Year 4 PSHE Progression

	Autumn		Spring		Summer	
	<u>Journey to Another World</u>		<u>Invaders and Settlers</u>		<u>Mayans</u>	
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Can you still?	How can you keep safe online? Can you list any strategies?	Can you explain what democracy is?	Can you talk about how you can regulate your emotions?	Who can you talk to about puberty if you have any worries?	List facts about smoking and its effects on health	List reasons why people can/do feel jealousy?
	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Taught Knowledge	<ul style="list-style-type: none"> Know their place in the school community Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community 	<ul style="list-style-type: none"> Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that sometimes people make assumptions about a person because of the way they look or act 	<ul style="list-style-type: none"> Know how to make a new plan and set new goals even if they have been disappointed Know how to work as part of a successful group Know how to share in the success of a group Know that hopes and dreams don't always come true 	<ul style="list-style-type: none"> Know that there are leaders and followers in groups Know the facts about smoking and its effects on health Know the facts about alcohol and its effects on health, particularly the liver Know ways to resist when people are putting pressure on them 	<ul style="list-style-type: none"> Know some reasons why people feel jealousy Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe 	<ul style="list-style-type: none"> Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Know that babies are made by a sperm joining with an ovum Know the names of the different internal and external body parts that are needed to make a baby

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				<ul style="list-style-type: none"> • Know what they think is right and wrong 		<ul style="list-style-type: none"> • Know how the female and male body change at puberty • Know that change can bring about a range of different emotions
Social and Emotional Skills	<ul style="list-style-type: none"> • Identify the feelings associated with being included or excluded • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Know how to regulate my emotions 	<ul style="list-style-type: none"> • Be comfortable with the way they look • Try to accept people for who they are • Be non-judgemental about others who are different 	<ul style="list-style-type: none"> • Have a positive attitude • Can identify the feeling of disappointment • Be able to cope with disappointment • Can identify what resilience is 	<ul style="list-style-type: none"> • Can identify the feelings that they have about their friends and different friendship groups • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and know-how to be assertive 	<ul style="list-style-type: none"> • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can suggest ways to manage relationship changes including how to negotiate 	<ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others • Can express any concerns they have about puberty • Have strategies for managing the emotions relating to change

Year 5 PSHE Progression						
	Autumn		Spring		Summer	
	<u>Near, Far, Wherever we Are</u>		<u>It's all Greek to Me</u>		<u>Route to Justice</u>	
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Can you still?	How does having a voice/democracy benefit the school community (e.g. house captains)?	How can you be a good citizen in your school community/ wider community?	What external support is there with regards to bullying?	What job would you like to do when you are older and why?	Recall how to get help in an emergency situation e.g. scenario..	When is an online game safe or unsafe?
	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Taught Knowledge	<ul style="list-style-type: none"> Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process 	<ul style="list-style-type: none"> Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know what racism is and why it is unacceptable 	<ul style="list-style-type: none"> Know about a range of jobs that are carried out by people I know Know the types of job they might like to do when they are older 	<ul style="list-style-type: none"> Know basic emergency procedures, including the recovery position Know how to get help in emergency situations Know that the media, social media and celebrity culture 	<ul style="list-style-type: none"> Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online 	<ul style="list-style-type: none"> Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally

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	<ul style="list-style-type: none"> Understand the rights and responsibilities associated with being a citizen in the wider community and their country 	<ul style="list-style-type: none"> Know what culture means 	<ul style="list-style-type: none"> Know that young people from different cultures may have different dreams and goals 	<p>promotes certain body types</p> <ul style="list-style-type: none"> Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure 	<ul style="list-style-type: none"> Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends 	<ul style="list-style-type: none"> Know that sexual intercourse can lead to conception Know that some people need help to conceive and might use IVF Know that becoming a teenager involves various changes and also brings growing responsibility
Social and Emotional Skills	<ul style="list-style-type: none"> Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively 	<ul style="list-style-type: none"> Appreciate the value of happiness regardless of material wealth Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Develop respect for cultures different from their own 	<ul style="list-style-type: none"> Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture 	<ul style="list-style-type: none"> Respect and value their own bodies Can reflect on their own body image and know how important it is that this is positive Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency 	<ul style="list-style-type: none"> Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can say how to report unsafe online/social network activity Can identify when an online game is safe or unsafe Can suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> Can celebrate what they like about their own and others' self-image and body image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification

Year 6 PSHE Progression						
	Autumn		Spring		Summer	
	<u>Road to Discovery</u>		<u>Shaky Ground</u>		<u>It's a Wonderful World</u>	
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Can you still?	List ways to boost self-esteem in yourself and others	UN Convention on the rights of the child-list/explain	List attributes of a positive role model	How to stay safe when using technology to communicate online	What does culture mean?	Recall how to work as part of a successful group
	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'countyines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Taught Knowledge	<ul style="list-style-type: none"> Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally 	<ul style="list-style-type: none"> Know that people can hold power over others individually or in a group Know that power can play a part in a bullying or conflict situation Know that there are different perceptions of 'being normal' and where these might come from Know that difference can be a source of 	<ul style="list-style-type: none"> Know their own learning strengths Know what their classmates like and admire about them Know a variety of problems that the world is facing Know some ways in which they could work with others to make the world a better place 	<ul style="list-style-type: none"> Know how to take responsibility for their own health Know what it means to be emotionally well Know how to make choices that benefit their own health and well-being Know that some people can be exploited and made to do things that are against the law 	<ul style="list-style-type: none"> Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve 	<ul style="list-style-type: none"> Know how a baby develops from conception through the nine months of pregnancy and how it is born Know how being physically attracted to someone changes the nature of the relationship Know the importance of self-esteem and what they can do to develop it

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		celebration as well as conflict		<ul style="list-style-type: none"> Know why some people join gangs and the risk that this can involve 		
Social and Emotional Skills	<ul style="list-style-type: none"> Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model 	<ul style="list-style-type: none"> Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens 	<ul style="list-style-type: none"> Understand why it is important to stretch the boundaries of their current learning Be able to give praise and compliments to other people when they recognise that person's achievements Empathise with people who are suffering or living in difficult situations 	<ul style="list-style-type: none"> Are motivated to care for their own physical and emotional health Suggest strategies someone could use to avoid being pressured Can use different strategies to manage stress and pressure 	<ul style="list-style-type: none"> Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being 	<ul style="list-style-type: none"> Recognise ways they can develop their own self-esteem Can express how they feel about the changes that will happen to them during puberty Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to

Art Vision

	Respect	Courage	Resilience
Whole School Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
Art Intent	Children understand the impact of Art on the world around us Children understanding the role of Art in the wider community	Children build a foundational knowledge of key artistic concepts Children can use their artistic knowledge to choose the correct tools for their desired outcomes	Children build on skills and transfer these skills to new techniques taught Children can recognise error and make changes to their designs to improve on the final piece
Implementation	<ul style="list-style-type: none"> · Learning Journeys make reference to known artists and designers within that area of learning. · Children can discuss the effect of known artist's techniques. · Learning Journeys will refer to the historical and social impact of known artists work and explore how art represents different communities around the world. · Children will have the opportunity to share and display their work. 	<ul style="list-style-type: none"> · Learning Journeys will be based around artistic skills and learning new art techniques which children will then apply · Children will develop their techniques, including their control and their use of materials, with creativity, and an increasing awareness of different kinds of art, craft and design. · Children will build on their progression of skills throughout the year and year groups and explore different domains and areas of artistic skills. · Children are given opportunities to apply key skills independently in each lesson. · High expectations for all are evident in sketchbooks, which reflect the Learning Journey. 	<ul style="list-style-type: none"> · Elements of prior knowledge will be recapped in all lessons · Learning Journeys will provide regular opportunities for children to apply their knowledge. · Children are given opportunities to form and revise their own work. · Children will learn from peer feedback to improve and revise new art tasks.
Impact	<ul style="list-style-type: none"> · Children are aware of how Art influences the world around them · Children enjoy Art and are aware of opportunities relating to Art in later life. 	<ul style="list-style-type: none"> · Children will have key skills which they can apply to a variety of outcomes. · Children will be able to have the courage to experiment with newly taught skills. 	<ul style="list-style-type: none"> · Children can apply their prior knowledge to new learning. · Children will develop their resilience by continuing with tasks and knowing when to change and improve their final pieces.

Year 3 Art Progression

	Autumn	Spring	Summer
	<u>Through The Ages</u> Cool Coasts Drawing: Shells and beach objects Painting: watercolour backgrounds, detail with poster paints Collage: link to DT (sewing purses) Artist: Jan W- Silhouette Artist	<u>The Romans</u> Mosaics Drawing: Roman building Painting: first design mosaic Printing: Print using a tool with a design and border. Artist: Sonia King- Mosaic artist	<u>Exciting Egyptians</u> Clay Canopic Jars Drawing: Canopic Jars Painting: Painting the jar Sculpture: Clay Jar Transition Topic Digital Media: Create a 2D image of a creature that would be found in Canopic jar for a museum exhibit
Can you still?	Drawing: Using more/less pressure- what impact does this have on the tone of your drawing? Painting: Different effects used when painting e.g., stippling and its impact. Collage: Use cutting, forming, tearing and joining to shape a range of materials (for collage)	Drawing: Using lines/geometric shapes in drawings- why are these important? Painting: Secondary colours- how are they created? Printing: Effects of placing prints close together/further away from each other.	Drawing: How do you draw detail, texture and pattern? Painting: Importance of outlines. Creating patterns and textures. Sculpture: Use cutting, forming, tearing and joining to shape a range of materials
Evaluation of Artists Work	Can I study a range of other artists' work and experiment with their styles? Can I comment on ideas, methods and approaches used in my own and other people's work? Can I adapt and refine my work to reflect on its purpose?		
Drawing	Can I use my sketchbook to collect and record visual information from different sources? Can I experiment with different grades of pencil and other implements?	Can I begin to annotate my sketches in my art sketchbook to explain my ideas? Can I draw for a sustained period of time at my own level?	Can I confidently annotate my sketches in my art sketchbook and explain my ideas? Can I use different media to achieve variations in line, texture, tone, colour, shape and pattern? Can I plan, refine and alter my drawings as necessary?
Painting	Can I mix a variety of different colours to create a range of tertiary colours?	Can I use a developed colour vocabulary? Can I start to experiment with different effects and textures incl. blocking in colour, washes and thickened paint?	Can I work confidently on a range of scales e.g., thin brush on a small picture?
	Collage/ Textiles Can I name the tools and materials they have used? Can I develop skills in stitching. Cutting and joining? Can I experiment with a range of media e.g., overlapping, layering etc?	Printing Can I print using a variety of materials, objects and techniques? Can I talk about the processes used to produce a simple print? Can I explore pattern and shape, creating designs for printing? Can I make my own printing blocks? Can I understand how printing is used in everyday life?	3D Form Can I join clay adequately and work reasonably and independently? Can I construct a simple clay base for extending and modelling other shapes? Can I experiment with making 3D models? Can I ensure my 3D work has a thought-out purpose? Can I use sketchbooks to plan, collect and develop ideas? Can I start to use language appropriate to skill and technique?

Year 4 Art Progression

	Autumn	Spring	Summer
	<u>Journey to Another World</u> Memorial Poster WW1 Drawing: Observation poppy drawing Painting: Painting poppies using water colours Collage: Combining Textiles with painting for a memorial poster WW1 Artist: Paul Cummins – Sea of Red – Poppies Tower of London	<u>Invaders and Settlers</u> Anglo Saxon/Beowulf Brooches Drawing: Drawing Beowulf Painting: Use inks/water colour for creating effects for Beowulf drawing Printing: Creating a Anglo Saxon Brooch Digital Element: Paint. Net to explore watercolours in a digital setting. Artist: Michael Foreman-Illustrator	<u>Mayans</u> Mayan Masks Drawing: Mayan patterns Painting: Mayan patterns Sculpture: Mayan Masks – paper mache (painted with patterns) Artist: Jozef Mrva- Mask creator.
Can you still?	Drawing: Different grades of pencil and when to use them? Painting: Tertiary colours- what are they? How are they created? Collage: Techniques when collaging (layering, overlapping) Name tools and materials used.	Drawing: What different media can be used to create variations in tone, shade, texture? Painting: What different effects can be created through the use of paint e.g washes, block colour. Printing: Printing processes, materials that can be used to print.	Painting: How do you adapt work dependent on size of page/brush? Sculpture: What different materials can be used to make sculptures? How can you join clay together?
Evaluation of Artists Work	Can I experiment with the styles of other artists I have studied? Can I comment on similarities and differences between my own and others' work? Can I adapt and improve my own work?		
Drawing	Can I explain the ideas behind my images in my art sketchbook and begin to evaluate them, considering successes and areas for development? Can I develop intricate patterns using different grades of pencil and other implements to create lines and marks and to achieve variations in tone and make marks on a range of media?	Can I explain the ideas behind my images in my art sketchbook and evaluate them, considering successes and areas for development? Can I draw for a sustained period of time at an appropriate level? Can I begin to show awareness of representing texture through the choice of marks and lines made? Can I attempt to show reflections and symmetry in a drawing? Can I begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms?	Can I explain the ideas behind my images in my art sketchbook and evaluate them confidently, considering successes and areas for development? Can I have opportunities to develop further drawings featuring the third dimension and perspective? Can I include in my drawing a range of technique and begin to understand why they best suit?
Painting	Can I start to develop a painting from a drawing? Can I mix colour, shades and tones with increasing confidence? Can I work in the style of a selected artist?	Can I begin to choose appropriate media to work with? Can I use light and dark within painting and show understanding of complimentary colours?	Can I confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects?
	Collage/Textiles Can I match the tool to the material? Can I combine skills more readily? Can I choose collage or textiles as a means of extending work already achieved?	Printing Can I increase awareness of mono and relief printing? Can I develop my understanding of 2 and 3 colour printing?	3D Form Can I work in a safe, organised way, caring for equipment? Can I secure work to continue at a later date?

	<p>Can I refine and alter ideas and explain choices using an art vocabulary?</p> <p>Can I collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements?</p> <p>Can I experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)?</p>	<p>Can I continue to experience in combining prints taken from different objects to produce an end piece?</p> <p>Can I create repeating patterns?</p>	<p>Can I use different tools and techniques for sculpting moldable materials e.g., clay, papier-mâché?</p> <p>Can I adapt work as and when necessary and explain why?</p> <p>Can I independently use language appropriate to skill and technique?</p> <p>Can I demonstrate awareness in environmental sculpture and found object art?</p> <p>Can I show awareness of the effect of time upon sculptures?</p>
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Year 5 Art Progression

	Autumn	Spring	Summer
	<p><u>Near, Far, Wherever we Are</u></p> <p>Titanic Poster</p> <p>Drawing: Titanic - pencil Painting: Background for poster Printing: Title for their poster</p> <p>Artist: Leonardo Capiello- Poster artist</p>	<p><u>It's all Greek to Me</u></p> <p>Greek Pot</p> <p>Drawing: Designs to go on Greek Pot Painting: Painting on pot (black and orange) Sculpture: Clay Pot</p> <p>Artist: Lucie Rie- ceramics artist Shaun Tan</p>	<p><u>Route to Justice</u></p> <p>New Orleans Cityscape (collage)</p> <p>Drawing: Draw features of the city (tram etc) Painting: Paint key features on card for collage Collage and Textiles: collage of New Orleans cityscape Artist: Andy Burgess- Collage and cityscape collage artist Transition Topic Media: Andy Warhol (using a camera and editing)</p>
Can you still?	<p>Drawing: What is perspective? 3d?</p> <p>Painting: How do I create a painting from a drawing? How do I create different shades/tones of paint?</p> <p>Printing: What is mono and relief printing?</p> <p>How do you create repeating patterns when printing?</p>	<p>Drawing: How do I show reflections and symmetry in drawing? How do I show textures through choice of lines/marks made?</p> <p>Painting: What are complimentary colours, how are they created?</p> <p>Sculpture: What effect does time have on sculptures? What different materials can you use to create sculptures?</p>	<p>Drawing: How do you show movement in figures when drawing?</p> <p>Collage: How do I show contrast when collaging? Art vocabulary for collage. Match the tools to the material e.g paper=ripping</p>
Evaluation of Artists Work	<p>Can I experiment with the styles of other artists I have studied?</p> <p>Can I comment on ideas, methods and approaches used in my own and others' work?</p> <p>Can I adapt and refine my work to reflect on its purpose?</p>		
Drawing	<p>Can I begin to keep notes in my art sketchbook about my methods of working and the methods of others'?</p> <p>Can I develop a key element of their work: line, tone, pattern, texture?</p> <p>Can I begin to understand and use simple perspective in my work using a single focal point and horizon?</p>	<p>Can I keep notes in my art sketchbook about my methods of working and the methods of others'?</p> <p>Can I work in a sustained and independent way to create a detailed drawing?</p> <p>Can I use different techniques for different purposes i.e. shading, hatching within their own work?</p>	<p>Can I keep notes in my art sketchbook about my methods of working and the methods of others, reflecting on successes and improvements?</p> <p>Can I start to develop my own style using tonal contrast and mixed media?</p> <p>Can I begin to develop an awareness of composition, scale and proportion in my drawings?</p> <p>Can I use drawing techniques to work from a variety of sources including observation, photographs and digital images</p> <p>Can I develop close observation skills using a variety of view finders?</p>
Painting	<p>Can I ensure some of my paintings include texture gained through paint mix or brush technique?</p> <p>Can I mix colour, shades and tones with confidence building on previous knowledge?</p> <p>Can I use my sketchbook to experiment with brush and paint techniques.</p>	<p>Can I mix and match colours to create atmosphere and light effects?</p>	<p>Can I start to develop my own style using tonal contrast and mixed media?</p> <p>Can I confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects?</p>
	<p>Printing</p> <p>Can I use tools in a safe way?</p>	<p>3D Form</p>	<p>Collage/ Textiles</p> <p>Can I join fabrics in different ways, including stitching?</p>

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	<p>Can I continue to gain experience in overlaying colours?</p> <p>Can I start to overlay prints with other media?</p> <p>Can I use print as a starting point to embroidery?</p> <p>Can I show experience in a range of mono print techniques?</p> <p>Can I use drawings and designs to bring fine detail into my repeating patterns and printing blocks?</p> <p>Can I ensure my printing replicates patterns I have observed in either the natural or man-made world and are based on my observational drawings?</p>	<p>Can I describe the different qualities involved in modelling, sculpture and construction?</p> <p>Can I use recycled, natural and man-made materials to create sculpture?</p> <p>Can I plan a sculpture through drawing and other preparatory work?</p> <p>Can I ensure that My 3D work reflects an intention and is realistic?</p> <p>Can I use a variety of tools and techniques for sculpting and producing a piece of 3D work?</p>	<p>Can I use different grades and uses of threads and needles?</p> <p>Can I extend my work within a specified technique?</p> <p>Can I use a range of media to create collage?</p> <p>Can I experiment with using batik safely?</p> <p>Can I modify and change materials to be used in my collage?</p> <p>Can I ensure my collage has a striking effect because of its colour choices and tones?</p>
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Year 6 Art Progression

	Autumn	Spring	Summer
	<u>Road to Discovery</u> Hokusai Great Wave Drawing: The Wave Painting: The Wave – using water colours Artist: Katsushika Hokusai	<u>Shaky Ground</u> Natural Disaster Wall Hanging Drawing: Drawing natural disasters (tornado, volcanoes) Painting: Paint volcano in style of Andy Warhol Printing: Print a scene onto fabric – sewn onto hessian wall hanging Artist: Andy Warhol	<u>It's a Wonderful World</u> Climate Project Drawing: Circular Drawings Painting: Painting on different materials Sculpture: Junk and recycled - using different materials (woven hoops) Artist: Tan Zi Xi
Can you still?	Drawing: Simple perspective, focal point and horizon. Painting: How do you use a range of colours for effect and light?	Drawing: What is the purpose of each technique: hatching/cross hatching etc. And what impact does this have on the final outcome? Painting: Using paint brushes for texture and effect. Printing: What is mono printing? How can this be used? How do we overlay using printing?	Drawing: How do you show proportion, composition and scale in drawings? Sculpture: What tools can be used to help with sculpture? How to plan sculpture?
Evaluation of Artists Work	Can I experiment with the styles of other artists I have studied? Can I comment on ideas, methods and approaches used in my own and others' work? Can I adapt and refine my work to reflect on its purpose and meaning?		
Drawing	Can I keep notes in my art sketchbook comparing my methods of working and the methods of others'? Can I draw for a sustained period of time over a number of sessions working on one piece? Can I use different techniques for different purposes i.e., shading, hatching within my own work, understanding which works well in my work and why? Can I use opportunities to develop further simple perspective in my work using a single focal point and horizon?	Can I keep notes in my art sketchbook comparing my methods of working and the methods of others' evaluating successes and improvements? Can I develop an awareness of composition, scale and proportion in my drawings?	Can I keep accurate notes in my art sketchbook comparing my methods of working and the methods of others' evaluating successes and improvements? Can I work in a sustained and independent way to develop my own style of drawing? (This style may be through the development of: line, tone, pattern, texture) Can I develop my own style using tonal contrast and mixed media?
Painting	Can I purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects? Can I mix colour, shades and tones with confidence building on previous knowledge?	Can I show an understanding of painting which works well in their work and why? Can I create shades and tints using black and white? Can I carry out preliminary studies, test media and materials and mix appropriate colours?	Can I work in a sustained and independent way to develop their own style of painting? (This style may be through the development of: colour, tone and shade.) Can I choose appropriate paint, paper and implements to adapt and extend my work?
		Printing Can I demonstrate experience in a range of printmaking techniques? Can I describe techniques and processes? Can I adapt my work according to their views and describe how I might develop it further?	3D Form Can I develop skills in using clay inc. slabs, coils, slips, etc? Can I create sculpture and constructions with increasing independence? Can I demonstrate experience in relief and freestanding work using a range of media?

		<p>Can I develop my own style using tonal contrast and mixed media?</p> <p>Can I build up several layers of colour in my prints to create a final composition?</p> <p>Can I ensure that my print work includes printing onto fabrics, papers and other materials from vinyl printing tiles or other printing block?</p> <p>Can I ensure that my prints combine a range of visual elements to reflect a purpose?</p>	<p>Can I recognise sculptural forms in the environment: Furniture, buildings?</p> <p>Can I confidently carve a simple form?</p> <p>Can I solve problems as they occur?</p> <p>Can I confidently and independently use language appropriate to skill and technique?</p> <p>Can I ensure that my 3D work has a life like quality gained by choosing and applying the most appropriate techniques?</p> <p>Can I ensure that my 3D work contains both visual and tactile qualities and reflects my intention?</p>
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Computing Vision			
	Respect	Courage	Resilience
Whole School Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
Computing Intent	Children are responsible, competent, confident and creative users of information and communication technology	Children use computational thinking and creativity to understand and use in future learning	Children become digitally literate to ensure they will become active participants in a digital world including analysing and applying what they know to new technologies
Implementation	<ul style="list-style-type: none"> · Learning journeys ensure that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology. · Children use technology safely, respectfully and responsibly; they recognise acceptable/ unacceptable behaviour and identify a range of ways to report concerns about content and contact. · E-safety is an integral part of computing Learning Journeys and develops children's respect for each other and the wider community. 	<ul style="list-style-type: none"> · The children are provided with the opportunities to make choices in their learning and have the courage to challenge themselves. · The skills based computing curriculum enables and supports the development of knowledge and progression of learning in all areas of computing. · The computing curriculum promotes a variety of approaches to teaching and learning which are current and relevant. 	<ul style="list-style-type: none"> · Learning Journeys show the core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. · Learning Journeys provides regular opportunities to build on prior learning and experiences, as well as making links to real life experiences. · Lessons provide opportunities to evaluate and apply information technology, to new or unfamiliar technologies, analytically to solve problems.
Impact	<ul style="list-style-type: none"> · Children are curious learners who respect others ideas and ways of solving problems · Children enjoy and are enthusiastic about their computing learning and can make links with mathematics, science, and design and technology, as well as real life. · Children understand the principles of e-safety and can apply to their own lives. 	<ul style="list-style-type: none"> · Children face new challenges with courage, taking risks in their computing learning and learning from their mistakes. · Children apply computing skills to new situations and other areas of the curriculum. 	<ul style="list-style-type: none"> · Children are self-motivated and show independence, always doing their best and never give up when faced with challenges. · Children use computational thinking to solve problems and have the resilience to work on more sophisticated problems.

Year 3 Computing Progression

	Autumn		Spring		Summer	
	<u>Through The Ages</u>		<u>The Romans</u>		<u>Exciting Egyptians</u>	
	Connecting Computers (System and Networks)	Branching Data Bases (Data and Information)	Stop Frame Animation	Sequencing Sounds (Programming A)	Desktop Publishing (Creating Media)	Events and Actions Programmes (Programming B)
						24/25 – Micro Bits TBC new objectives
Can you still?	Give examples of a search engine they have used. Use the commands copy/paste.	Define the term data Offer ideas about how data can be collected e.g. tally charts pictograms.	To give examples of yes/no questions	Describe how the order of instructions effects outcome in computer algorithms.	Explain how/why images can be edited using computer software.	Explain the use of sound blocks in scratch. Give the meaning of input and output in relation to computer programming.
	<p>To describe what an input is and explain that a process acts on the input</p> <p>To explain that an output is produced by the process</p> <p>To identify how changing the process can affect the output</p> <p>To recognise that a digital device is made up of several parts</p> <p>To recognise that computers can be connected to each other</p> <p>To identify how devices in a network are connected with one another</p> <p>To identify input and output devices</p> <p>To explain that a computer system accepts an input and processes it to produce an output</p> <p>To explain how a computer network can be used to share information</p>	<p>To investigate questions with yes/no answers</p> <p>To identify attributes that you can ask yes/no questions about</p> <p>To select an attribute to separate objects into two similarly sized groups</p> <p>To explain that a branching database is an identification tool</p> <p>To recognise that a data set can be structured using yes/no questions</p> <p>To explain that a well- structured branching database will enable you to identify objects using fewer questions</p> <p>To relate two levels of a branching database using AND</p> <p>To suggest real-world applications for branching databases</p> <p>To create questions with yes/no answers</p>	<p>To explain that animation is a sequence of drawings or photographs</p> <p>To draw a sequence of pictures</p> <p>To create an effective flip book</p> <p>To explain how an animation/flip book works</p> <p>To relate animated movement with a sequence of images</p> <p>To predict what an animation will look like</p> <p>To explain why changes are needed for each frame</p> <p>To create an effective stop frame animation</p> <p>To plan an animation</p> <p>To break down a story into settings, characters and events</p> <p>To describe an animation that is achievable</p> <p>To create a storyboard</p> <p>To identify the need to work consistently and carefully</p>	<p>Learners will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.</p> <p>To explain that programs start because of an input</p> <p>To explain what a sequence is</p> <p>To identify that a program includes sequences of commands</p> <p>To identify that the sequence of a program is a process</p> <p>To explain that the order of commands can affect a programs output</p> <p>To identify those different sequences can achieve the same output</p> <p>To identify those different sequences can achieve different Outputs</p>	<p>To recognise how text and images can be used together to convey Information</p> <p>To define landscape and portrait as two different page orientations</p> <p>To show that page orientation can be changed</p> <p>To consider how different layouts can suit different purposes</p> <p>To recognise that DTP pages can be structured with placeholders</p> <p>To organise text and image placeholders in a page layout</p> <p>To add text to a Placeholder</p> <p>To organise text and image placeholders in a page layout</p> <p>To add and remove images to and from Placeholders</p> <p>To move resize and rotate images</p> <p>To review a document</p>	<p>Learners will consolidate prior learning relating to sequencing. Begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks.</p> <p>To select appropriate keys to use for actions and explain their choices.</p> <p>To use a programming extension block (Pen Block)</p> <p>To identify additional features (from a given set of blocks)</p> <p>To select an appropriate method to turn on additional features (keys)</p> <p>To build more sequences of commands to make a design work (considering real world implications.</p>

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	<p>To explain the role of a switch server and wireless access point in a network</p> <p>To identify network devices around me</p> <p>To explain how networks can be connected to other networks</p> <p>To explain how computer systems can change the way that we work</p> <p>To recognise that a network is made up of a number of components</p> <p>To explain how information is passed through multiple connections</p> <p>To identify the benefits of computer networks</p>	<p>To choose questions that will divide objects into evenly size subgroups</p> <p>To repeatedly create subgroups of objects</p> <p>To retrieve information from different levels of the branching database</p> <p>To identify an object using a branching database</p>	<p>To use onion skinning to help make small frame changes</p> <p>To review a sequence of frames to check my work</p> <p>To evaluate the quality of my animation</p> <p>To review and improve an animation</p> <p>To explain ways to make my animation better</p> <p>To evaluate another learner's evaluation</p> <p>To improve your animation based on feedback</p> <p>To evaluate the impact of adding other media to an animation</p> <p>To add other media to my animation</p> <p>To explain why I added other media to my animation</p> <p>To evaluate my final film</p>	<p>To build a sequence of commands</p> <p>To combine commands in a Program</p> <p>To order commands in a program</p> <p>To create a sequence of commands to produce a given outcome</p>	<p>To choose fonts and apply effects to text</p> <p>To edit text in a Placeholder</p> <p>To recognise how different font styles and effects are used for particular purposes</p> <p>To consider the benefits of using a DTP application</p>	<p>To test a program against a given brief</p> <p>Match a piece of code to an outcome (intended or bug)</p> <p>To modify a program using a design</p>
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Year 4 Computing Progression

	Autumn		Spring		Summer	
	<u>Journey to Another World</u>		<u>Invaders and Settlers</u>		<u>Mayans</u>	
	Computing Systems and networks	Photo Editing (Creating Media)	Audio Production (Creating Media)	Repetition of Shapes (Programming A)	Data Logging Micro bit data log	Repetition in games (Scratch)
Can you still?	Define the terms: Input and Output in relation to computing. Explain uses of Networks from the Year 3 unit.	Give benefits to DTP applications. Name and give reasons for different page orientations in relation to picture editing.	Explain how Audio can be edited using sound blocks on Scratch (Similarities between Scratch and other computer programs will be explored in this unit)	Explain how to loop or repeat instructions in Scratch (Users will apply their knowledge to a new program.	Explain what data is Explain the different types of data	Can explain what scratch is Can make the sprite do a simple task
	<p>To describe how networks connect to other networks.</p> <p>To outline how information can be shared via the World Wide Web</p> <p>To recognise that the World Wide Web is part of the Internet</p> <p>To explain that the global interconnection of networks is the internet</p> <p>To recognise the need for security on the internet</p> <p>To describe how to access the World Wide Web</p> <p>To describe the types of content/media that can be added, created, and shared on the World Wide Web</p> <p>To explain how the content of the World Wide Web is created, owned, and shared by people</p> <p>To explain that the internet enables us to view the World Wide Web</p>	<p>To recognise that digital images can be manipulated</p> <p>To recognise that digital images can be changed for different purposes</p> <p>To use an application to change the whole of a digital image</p> <p>To use an application to change part of a digital image</p> <p>To use an application to add to the composition of a digital image</p> <p>To change the composition of a digital image by rotating and flipping</p> <p>To change the composition of a digital image by cropping</p> <p>To adjust colours of a digital image</p> <p>To apply filters to a digital image</p> <p>To apply effects to a digital image</p> <p>To select part of a digital image</p>	<p>To identify that sound can be recorded</p> <p>To identify that an input device is needed to record sound</p> <p>To identify that output devices are needed to play audio</p> <p>To record sound using a computer</p> <p>To recognise that recorded audio can be stored on a computer</p> <p>To recognise that audio can be edited</p> <p>To play recorded audio</p> <p>To import audio into a project</p> <p>To recognise that sound can be represented visually as a waveform</p> <p>To delete a section of audio</p> <p>To recognise that audio can be layered so that multiple sounds can be played at the same time</p> <p>To change the volume of tracks in a project</p>	<p>To relate what 'repeat' means</p> <p>To identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves</p> <p>To list an everyday task as a set of instructions including repetition</p> <p>To explain that we can use a loop command in a program to repeat instructions</p> <p>To identify patterns in a sequence and identify a loop within a program</p> <p>To explain that in programming there are indefinite loops and count-controlled loops</p> <p>To explain that an indefinite loop will run until the program is stopped</p> <p>To explain that you can program a loop to stop after a specific number of times</p> <p>To identify patterns in a sequence, eg 'step 3 times'</p>	<p>To choose a data set to answer a given question</p> <p>To suggest questions that can be answered using a given data set</p> <p>To identify data that can be gathered over time</p> <p>To explain what data can be collected using sensors</p> <p>To use data from a sensor to answer a given question</p> <p>To identify that data from sensors can be recorded</p> <p>To recognise that a data logger collects data</p> <p>To identify the intervals used to collect data</p> <p>To talk about the data captured</p> <p>To view, sort and explain data at different levels of detail</p> <p>To propose a question that can be answered using logged data</p> <p>To plan and collect data from a data logger</p>	<p>To make a list of an everyday task</p> <p>To predict the outcome of part of a code</p> <p>To modify and snippet of code to create a given outcome</p> <p>To modify loops to produce a given outcome</p> <p>To choose when to use a count controlled and infinite loop</p> <p>To recognise that some programming languages enables more than one process to run at the same time</p> <p>To choose which action to repeat for one object</p> <p>To explain the outcome of the repeated action</p> <p>To evaluate the effectiveness</p> <p>To identify which parts of the loop can be changed</p> <p>To explain the effects of my changes</p> <p>To develop my own design explaining what my project will do</p>

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	<p>To explain that the World Wide Web comprises of websites and web pages</p> <p>To describe the current limitations of World Wide Web Media</p> <p>To evaluate the reliability of content and the consequences of unreliable content</p> <p>To explain the benefits of the World Wide Web</p>	<p>To use clone, copy, and paste to change the composition of a digital image</p> <p>To use cloning to retouch on a digital image</p> <p>To add text to a digital image</p> <p>To choose the most appropriate tool for a particular purpose</p> <p>To consider the impact of changes made on the quality of the image</p>	<p>To consider the results of editing choices made</p>	<p>means the same as 'step, step step'</p> <p>To use an indefinite loop to produce a given outcome</p> <p>To use a count-controlled loop to produce a given outcome</p> <p>To justify when to use a loop and when not to</p> <p>To plan a program that includes appropriate loops to produce a given outcome</p> <p>To explain the importance of instruction order in a loop</p> <p>To recognise tools that enable more than one process to be run at the same time</p> <p>To recognise that not all tools enable more than one process to be run at once</p> <p>To create two or more sequences that run at the same time</p>	<p>To interpret data that has been collected using a data logger</p> <p>To draw conclusions from the data collected</p> <p>To explain the benefits of using data loggers</p>	<p>To refine my design</p> <p>To build my program</p> <p>To evaluate my program based on its effectiveness to complete its set task.</p>
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Year 5 Computing Progression

	Autumn		Spring		Summer	
	<u>Near, Far, Wherever we Are</u>		<u>It's all Greek to Me</u>		<u>Route to Justice</u>	
	Systems and Searching	Flat file Data Bases (Data and information)	Vector Graphics (Creating Media)	Selection in Quizzes (Programming B)	Video Production (Creating Media)	Selection in Physical Computing (ProgrammingA)
Can you still?	<p>Explain the benefits of the World Wide Web.</p> <p>Explain how the content of the World Wide Web is created, owned, and shared by people.</p>	<p>Define what data is.</p> <p>Offer examples of how data can be collected and sorted.</p>	<p>Recognise that digital images can be changed for different purposes</p> <p>Suggest how a picture could be digitally edited on the computer.</p>	<p>To know the difference between true and false</p> <p>Understand scratch and what buttons to use</p>	<p>To recognise what a picture is.</p> <p>Explain the difference between a picture and video.</p>	<p>To be able to know what an if and then statement is</p> <p>Recall how conditions are used in selection</p> <p>To know what a circuit is</p>
	<p>To recognise that a system is a set of interconnected parts which work together</p> <p>To explain that computers can be connected together to form IT systems</p> <p>To identify that data can be transferred between IT Systems</p> <p>To recognise inputs, processes, and outputs in large IT systems</p> <p>To describe the role of a particular IT system in their lives</p> <p>To relate that search engines are examples of large IT Systems</p> <p>To describe the input and output of a search engine</p> <p>To demonstrate that different search terms produce different results</p> <p>To explain why search engines, create indices, and that they are different for each search engine</p>	<p>To explain that a computer program can be used to organise data</p> <p>To choose different ways to view data</p> <p>To explain that tools can be used to select data to answer questions</p> <p>To outline how ordering data allows us to answer some questions</p> <p>To outline how operands can be used to filter data</p> <p>To choose which attribute and value to search by to answer a give question (operands)</p> <p>To ask questions that need more than one attribute to answer</p> <p>To choose which attribute to sort data by to answer a given question</p> <p>To choose which attribute to sort data by to answer a given Question</p>	<p>To identify that a vector drawing comprises separate objects</p> <p>To add an object to a vector drawing</p> <p>To select one object or multiple objects</p> <p>To delete objects</p> <p>To recognise that each object in a drawing is in its own layer</p> <p>To move objects between the layers of a drawing</p> <p>To duplicate objects using copy and paste</p> <p>To modify objects</p> <p>To reposition objects</p> <p>To group and ungroup selected objects</p> <p>To recognise that vector images can be scaled without impact on quality</p> <p>To recognise that objects can be modified in groups</p>	<p>To explain that a condition can only be true or false</p> <p>To relate that a count-controlled loop contains a condition</p> <p>To choose a condition to use in a program</p> <p>To compare a count-controlled loop with a condition-controlled loop</p> <p>To explain that a condition-controlled loop will stop when a condition is met</p> <p>To explain that when a condition is met a loop will complete a cycle before it stops</p> <p>To create a condition-controlled loop</p> <p>To use a condition in an 'if... then...' statement to start an action</p> <p>To explain that selection can be used to branch the flow of a program</p>	<p>To explain the features of video as a visual media format</p> <p>To recognise which devices can and can't record video</p> <p>To use different camera angles</p> <p>To use pan, tilt and zoom</p> <p>To explain the purpose of a storyboard</p> <p>To identify features of a video recording device or application</p> <p>To combine filming techniques for a given purpose</p> <p>To recognise that filming techniques can be used to create different effects</p> <p>To determine what scenes will convey your idea</p> <p>To explain the limitations of editing video on a recording device</p> <p>To identify that video can be edited on a recording device or on a computer</p>	<p>To explain that a condition can only be true or false</p> <p>To relate that a count-controlled loop contains a condition</p> <p>To compare a count-controlled loop with a condition-controlled Loop</p> <p>To explain that a condition-controlled loop will stop when a condition is met</p> <p>To explain that when a condition is met, a loop will complete a cycle before it stops</p> <p>To create a condition-controlled Loop</p> <p>To use a condition in an 'if...then...' statement to start an action</p> <p>To explain that selection can be used to branch the flow of a program</p> <p>To use selection to switch the program flow in one of two ways</p>

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	<p>To explain the role of web crawlers in creating an index</p> <p>To explain how search results are selected</p> <p>To explain that ranking orders search results to make them more useful</p> <p>To explain how ranking is determined by rules, and that different search engines use different rules</p> <p>To explain why the order of results is important and to whom</p> <p>To explain how search engines make money by selling targeted advertising space</p> <p>To identify some of the limitations of search engines</p> <p>To evaluate the results of search terms</p>	<p>To explain that computer programs can be used to compare data visually</p> <p>To choose multiple criteria to search data to answer a given question (AND and OR)</p> <p>To select an appropriate graph to visually compare data</p> <p>To explain that we present information to communicate a Message</p> <p>To choose suitable ways to present information to other people</p>	<p>To explain how alignment and size guides can help create a more consistent Drawing</p> <p>To combine options to achieve a desired effect</p> <p>To consider the impact of choices made</p> <p>To create a vector drawing for a given purpose</p>	<p>To use selection to switch program flow</p> <p>To explain that a loop can be used to repeatedly check whether a condition has been met</p> <p>To use 'if... then... else...' to switch program flow in one of two ways</p> <p>To explain the importance of instruction order in 'if... then... else...' statements</p>	<p>To identify videos can be improved through and reshooting or editing</p> <p>To recognise the need to regularly review and reflect on a video project</p> <p>To choose to reshoot a scene or improve later through editing</p> <p>To decide what changes I will make when editing</p> <p>To use split, trim and crop to edit a video</p> <p>To recognise projects need to be exported to be shared</p>	<p>To explain that a loop can be used to repeatedly check whether a condition has been met</p> <p>To use a condition in an 'if...then...else...' statement to produce given outcomes</p> <p>To explain the importance of instruction order in 'if...then...else...' statements</p>
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Year 6 Computing Progression

	Autumn		Spring		Summer	
	<u>Road to Discovery</u>		<u>Shaky Ground</u>		<u>It's a Wonderful World</u>	
	Communication and Collaboration (Computing systems and networks)	Web Page Creation (Creating Media)	Variables in Games (Programming A)	Introduction to Spreadsheets (Data and Information)	3D Modelling (Creating Media)	Sensing Movement (Programming B) (With optional add on – Using Microbit for primary to secondary transition – 2 lessons)
Can you still?	What is the internet? How does it work? Why do we use the internet?	Know what a webpage is	Understand: Sequencing, repetition and selection in Scratch	Know what a column is in a table Know what a row is in a table Know what a grid reference is	How to use visual effects Understand what makes a great video shot	Identify variables in the real world and in computer programming
	<p>To recognise that data is transferred across networks using agreed protocols (methods)</p> <p>To recognise that connections between computers allow access to shared stored files</p> <p>To explain that data is transferred in packets</p> <p>To recognise computers connected to the internet allow people in different places to work together</p> <p>To discuss the opportunities that technology offers for communication and collaboration</p> <p>To outline methods of communicating and collaborating using the internet</p> <p>To choose methods of internet communication and collaboration for given purposes</p>	<p>To review an existing website (navigation bars, header)</p> <p>To recognise the relationship between HTML and visual display</p> <p>To recognise that web pages can contain different media types</p> <p>To recognise that web pages are written by people</p> <p>To recognise that a website is a set of hyperlinked web pages</p> <p>To recognise components of a web page layout</p> <p>To create a new blank web page</p> <p>To consider the ownership and use of images (copyright)</p> <p>To add text to a web page</p> <p>To set the style of text on a web page</p> <p>To embed media in a web page</p>	<p>To define a 'variable' as something that is changeable</p> <p>To identify examples of information that is variable, for example, a football score during a match</p> <p>To explain that a variable can be used in a program, eg 'score'</p> <p>To define a program variable as a placeholder in memory for a single value</p> <p>To explain that a variable has a name and a value</p> <p>To recognise that the value of a variable can be used by a program</p> <p>To identify a variable in an existing program</p> <p>To recognise that the value of a variable can be updated</p> <p>To experiment with the value of an existing variable</p>	<p>To identify questions that can be answered using spreadsheet data</p> <p>To explain what an item of data is in a spreadsheet</p> <p>To outline that there are different software tools to work with data</p> <p>To explain how the data type determines how a spreadsheet can process the data</p> <p>To explain that formulas can be used to produce calculated data</p> <p>To calculate data using a formula for each operation</p> <p>To recognise cells can be linked</p> <p>To use functions to create new Data</p> <p>To explain why data should be organised in a spreadsheet</p> <p>To use existing cells within a Formula</p>	<p>To explain that 3D models can be created on a computer</p> <p>To position 3D shapes relative to one another To recognise that a 3D environment can be viewed from different perspectives</p> <p>To use digital tools to modify 3D objects</p> <p>To recognise that digital tools can be used to manipulate 3D objects</p> <p>To combine objects to create a 3D digital Artefact</p> <p>To show how placeholders can create holes in 3D objects</p> <p>To use digital tools to accurately size 3D Objects</p> <p>To recognise that artefacts can be broken down into a collection of 3D objects</p> <p>To construct a 3D model which reflects a real-world object</p>	<p>To create a program to run on a controllable device</p> <p>To apply knowledge of programming to a new environment (microbit)</p> <p>To test evaluate and debug a program on an emulator</p> <p>To transfer a program to a controllable device</p> <p>To explain that selection can control the flow of a program</p> <p>To identify examples of conditions in the real world</p> <p>To use a variable in an if, then, else statement to select the flow of a program</p> <p>To determine the flow of a program using selection</p> <p>To update a variable with a user input</p> <p>To use a condition to change a variable</p> <p>To experiment with different physical inputs</p>

	<p>To evaluate different methods of online communication and collaboration</p> <p>To explain which types of media can be shared through the internet</p> <p>To decide what you should and should not share online</p> <p>To explain that communicating and collaboration using the internet can be public or private</p>	<p>To change the appearance of text</p> <p>To recognise the need to preview pages (different screens / devices)</p> <p>To recognise the need for a navigation path</p> <p>To add web pages to a Website</p> <p>To preview a web page (different screen sizes)</p> <p>To insert hyperlinks between pages</p> <p>To insert hyperlinks to another site</p> <p>To recognise the implications of linking to content owned by others</p>	<p>To identify that variables can hold numbers (integers) or letters (strings)</p> <p>To define the way that a variable is changed and recognise that a variable can be set as a constant (fixed value)</p> <p>To choose a name that identifies the role of a variable to make it easier for humans to understand it</p> <p>To explain the importance of setting up a variable at the start of a program (initialisation)</p> <p>To decide where in a program to set a Variable</p> <p>To update a variable with a user Input</p> <p>To use an event in a program to update a variable</p> <p>To use a variable in a conditional statement to control the flow of a program</p> <p>To explain that there is only one value for a variable at any one time</p> <p>To explain that if you change the value of a variable, you cannot access the previous value (cannot undo)</p> <p>To explain that if you read a variable, the value remains</p> <p>To use the same variable in more than one location in a program</p>	<p>To recognise that a cell's value automatically updates when the value in a linked cell is Changed</p> <p>To evaluate results in comparison to the question asked</p> <p>To choose suitable ways to present spreadsheet data</p>		<p>To explain that checking a variable doesn't change its value</p> <p>To use an conditional statement to compare a variable to a value</p> <p>To use an operand (e.g. <=>) in an if, then statement</p> <p>To explain the importance of the order of conditions in else, if statements</p> <p>To modify a program to achieve a different outcome</p> <p>To design a project that uses inputs and outputs on a controllable device</p> <p>To decide what variables to include in a project</p> <p>To design the algorithm for a project</p> <p>To design the program flow for my project</p> <p>To develop a program to use inputs and outputs on a controllable device</p> <p>To create a program based on a design</p> <p>To test a program against a design</p> <p>To use a range of approaches to find and fix bugs</p> <p><u>Add On lessons</u></p> <p>To understand how variables and inputs can be used on the micro: bit to create a sports counter</p>
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			<p>To explain that the name of a variable is meaningless to the computer</p> <p>To explain that the name of a variable needs to be unique</p>			<p>To create an algorithm for a sport counter, and code, run and evaluate the use of the micro: bit to count activities.</p> <p>To create a countdown timer on the micro: bit using variables</p> <p>To evaluate the effectiveness of the LED display on the micro: bit when used as a timer.</p> <p>To modify a program using true false statements and an if else command</p> <p>To create an activity completion using a micro: bit counter and a micro: bit timer.</p>
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Year Three E-Safety Progression

Online Relationships & Online Reputations	Managing Online Information	Self-Image and Identity & Health, Well-being and Lifestyle	Online Bullying	Privacy and Security & Copyright and Ownership
<ul style="list-style-type: none"> Can I describe ways people who have similar likes and interests can get together online? Can I give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak)? Can I explain some risks of communicating online with others I don't know well? Can I explain how my and other people's feelings can be hurt by what is said or written online? Can I explain why I should be careful who I trust online and what information I can trust them with? Can I explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried? Can I explain what it means to 'know someone' online and why this might be different from knowing someone in real life? Can I explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'? Can I search for information about myself online? Can I recognise I need to be careful before I share anything about myself or others online? Can I identify who I should ask if I am not sure if I should put something online? 	<ul style="list-style-type: none"> Can I use key phrases in search engines? Can I explain what autocomplete is and how to choose the best suggestion? Can I explain how the internet can be used to sell and buy things? Can I explain the difference between a 'belief', an 'opinion' and a 'fact'? 	<ul style="list-style-type: none"> Can I explain what is meant by the term 'identity'? Can I explain how I can represent myself in different ways online? Can I explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media)? Can I explain why spending too much time using technology can sometimes have a negative impact on me? Can I give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos)? 	<ul style="list-style-type: none"> Can I explain what bullying is and can describe how people may bully others? Can I describe rules about how to behave online and how I follow them? 	<ul style="list-style-type: none"> Can I give reasons why I should only share information with people I choose to and can trust. Can I explain that if I am not sure or I feel pressured, I should ask a trusted adult? Can I understand and can give reasons why passwords are important? Can I describe simple strategies for creating and keeping passwords private? Can I describe how connected devices can collect and share my information with others? Can I explain why copying someone else's work from the internet without permission can cause problems? Can I give examples of what those problems might be?

Year Four E-Safety Progression

Online Relationships & Online Reputations	Managing Online Information	Self-Image and Identity & Health, Well-being and Lifestyle	Online Bullying	Privacy and Security & Copyright and Ownership
<ul style="list-style-type: none"> Can I describe strategies for fun and safe experiences in a range of online social environments? Can I give examples of how to be respectful to others online? Can I describe how others can find out information about me by looking online? Can I explain ways that some information about me online could have been created, copied or shared by others? 	<ul style="list-style-type: none"> Can I analyse information and differentiate between 'opinions', 'beliefs' and 'facts'? Can I understand what criteria have to be met before something is a 'fact'? Can I describe how I can search for information within a wide group of technologies? (e.g. social media, image sites, video sites) Can I describe some of the methods used to encourage people to buy things online and can recognise some of these when they appear online? Can I explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people? Can I explain why lots of people sharing the same opinions and beliefs online does not make opinions or beliefs true? 	<ul style="list-style-type: none"> Can I explain how my online identity can be different to the identity I present in 'real-life'? Knowing this, Can I describe the right decisions about how I interact with others and how others perceive me? Can I explain how using technology can distract me from other things I might do or should be doing? Can I identify times or situations when I might need to limit the amount of time I use technology? Can I suggest strategies to help me limit this time? 	<ul style="list-style-type: none"> Can I identify some online technologies where bullying might take place? Can I describe ways people can be bullied through a range of media (e.g. image, video, text, chat)? Can I explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (my reputation)? 	<ul style="list-style-type: none"> Can I explain what a strong password is? Can I describe strategies for keeping personal information private, depending on context? Can I explain that others online can pretend to be me or other people, including my friends? Can I suggest reasons they might do this? Can I explain how internet use can be monitored? When searching on the internet for content to use, Can I explain why I need to consider who owns it and whether I have the right to reuse it?

Year Five E-Safety Progression

Online Relationships & Online Reputations	Managing Online Information	Self-Image and Identity & Health, Well-being and Lifestyle	Online Bullying	Privacy and Security & Copyright and Ownership
<p>“ Can I explain that there are some people I communicate with online who may want to do me or my friends harm?</p> <p>“ Can I recognise that this is not my/our fault?</p> <p>“ Can I make positive contributions and be part of online communities?</p> <p>“ Can I describe some of the communities in which I am involved and describe how I collaborate with others positively?</p> <p>“ Can I search for information about an individual online and create a summary report of the information I find?</p> <p>“ Can I describe ways that information about people online can be used by others to make judgments about an individual?</p>	<p>“ Can I use different search technologies?</p> <p>“ Can I evaluate digital content and can explain how I make choices from search results?</p> <p>“ Can I explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence?</p> <p>“ Can I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead)?</p> <p>“ Can I explain what is meant by ‘being sceptical’. I can give examples of when and why it is important to be ‘sceptical’?</p> <p>“ Can I explain what is meant by a ‘hoax’. I can explain why I need to think carefully before I forward anything online?</p> <p>“ Can I explain why some information I find online may not be honest, accurate or legal?</p> <p>“ Can I explain why information that is on a large number of sites may still be inaccurate or untrue?</p> <p>“ Can I assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose)?</p>	<p>“ Can I explain how identity online can be copied, modified or altered?</p> <p>“ Can I demonstrate responsible choices about my online identity, depending on context?</p> <p>Can I describe ways technology can affect healthy sleep and can describe some of the issues?</p> <p>“ Can I describe some strategies, tips or advice to promote healthy sleep with regards to technology?</p> <p>“</p>	<p>“ Can I recognise when someone is upset, hurt or angry online?</p> <p>“ Can I describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone?</p> <p>“ Can I explain how to block abusive users?</p> <p>“ Can I explain how I would report online bullying on the apps and platforms that I use?</p> <p>“ Can I describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline)?</p>	<p>“ Can I create and use strong and secure passwords?</p> <p>“ Can I explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others?</p> <p>“ Can I explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing?</p> <p>“ Can I assess and justify when it is acceptable to use the work of others?</p> <p>“ Can I give examples of content that is permitted to be reused?</p>

Year Six E-Safety Progression

Online Relationships & Online Reputations	Managing Online Information	Self-Image and Identity & Health, Well-being and Lifestyle	Online Bullying	Privacy and Security & Copyright and Ownership
<p>“ Can I show I understand my responsibilities for the well-being of others in my online social group?</p> <p>“ Can I explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming)?</p> <p>“ Can I demonstrate how I would support others (including those who are having difficulties) online?</p> <p>“ Can I demonstrate ways of reporting problems online for both myself and my friends?</p> <p>“ Can I explain how I am developing an online reputation which will allow other people to form an opinion of me?</p> <p>“ Can I describe some simple ways that help build a positive online reputation?</p>	<p>“ Can I use search technologies effectively?</p> <p>“ Can I explain how search engines work and how results are selected and ranked?</p> <p>“ Can I demonstrate the strategies I would apply to be discerning in evaluating digital content?</p> <p>“ Can I describe how some online information can be opinion and can offer examples?</p> <p>“ Can I explain how and why some people may present ‘opinions’ as ‘facts’?</p> <p>“ Can I define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how I might encounter these online (e.g. advertising and ad targeting)?</p> <p>“ Can I demonstrate strategies to enable me to analyse and evaluate the validity of ‘facts’ and I can explain why using these strategies is important?</p> <p>“ Can I identify, flag and report inappropriate content?</p>	<p>“ Can I describe ways in which media can shape ideas about gender?</p> <p>“ Can I identify messages about gender roles and make judgements based on them?</p> <p>“ Can I challenge and explain why it is important to reject inappropriate messages about gender online?</p> <p>“ Can I describe issues online that might make me or others feel sad, worried, uncomfortable or frightened?</p> <p>“ Can I explain and can give examples of how I might get help, both on and offline?</p> <p>“ Can I explain why I should keep asking until I get the help I need?</p> <p>Can I describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose?</p> <p>“ Can I assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise)?</p> <p>“ Can I explain the importance of self-regulating my use of technology; Can I demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents)?</p>	<p>“ Can I describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me?</p> <p>“ Can I identify a range of ways to report concerns both in school and at home about online bullying?</p>	<p>“ Can I use different passwords for a range of online services?</p> <p>“ Can I describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories)?</p> <p>“ Can I identify what to do if my password is lost or stolen?</p> <p>“ Can I explain what app permissions are and can give some examples from the technology or services I use?</p> <p>“ Can I describe simple ways to increase privacy on apps and services that provide privacy settings?</p> <p>“ Can I describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing)?</p> <p>“ Can I demonstrate the use of search tools to find and access online content which can be reused by others?</p> <p>“ Can I demonstrate how to make references to and acknowledge sources I have used from the internet?</p>

Design Technology Vision

	Respect	Courage	Resilience
Whole School Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
DT Intent	Understand the impact of design and technology on the world around us Children understand the role of DT in the wider community and in the world of work	Children design and refine ideas to make it the best it can be Children can use their DT skills to construct products accurately Children can discuss relevance and impact of design	Build on natural curiosity and previous play experience Children can create designs but are able to refine and improve through experience Children can recognise error and make changes
Implementation	<ul style="list-style-type: none"> · Learning Journeys make reference to examples of good design throughout history and in the modern world. · Children to develop teamwork skills to plan and construct projects together. · Learning Journeys will draw upon designers and constructors in the local community to inspire and engage children further. 	<ul style="list-style-type: none"> · Lessons will be based around a set of criteria which the children will try to fulfil to the best of their ability. · Children to be taught a variety of ways to construct using different materials and tools. · Children build on their knowledge of structures to create more complex designs. · Learning Journeys will develop critical evaluative skills and children will be able to use these to improve their learning. 	<ul style="list-style-type: none"> · Elements of prior knowledge will be recapped in all lessons and referenced on Learning Journeys. · Learning Journeys will provide regular opportunities for children to apply their knowledge. · Children are given opportunities to refine and test out new ideas when making. · Designs will be child-led and Learning Journeys will allow for different approaches to meeting a set criteria.
Impact	<ul style="list-style-type: none"> · DT projects show the pride that children have in their own learning through a quality finished outcome. . · Children enjoy their DT learning and develop a natural curiosity about the world around them through the skills they learn. . 	<ul style="list-style-type: none"> · High expectations for all are evident in finished products and designs. · Children can apply their DT skills to new learning and across subjects where they are required to design and evaluate. · High academic standards are evident for all. 	<ul style="list-style-type: none"> · The design process allows for children to adapt and change their ideas as they are making to allow for new learning / errors. · Children are able to independently use equipment and tools confidently. · Children have resilience when evaluating and changing their designs.

Year 3 DT Progression

	Autumn	Spring	Summer
	<u>Through The Ages</u> <u>Food</u> Healthy and Varied Diet <i>Design, make and evaluate sandwiches for themselves for their lunchbox.</i> <i>Through the Ages</i>	<u>The Romans</u> <u>Textiles</u> 2D Shape to 3D Product <i>Design, make and evaluate a money container for (Fishbourne Roman Villa) gift shop.</i> <i>Romans</i>	<u>Exciting Egyptians</u> <u>Mechanical Systems</u> Levers and Linkages <i>Design, make and evaluate an interactive Egyptian information book for children for entertainment and information.</i> <i>Egyptians</i>
Can you still?	<p>Can you tell which foods come from animals or plants?</p> <p>Can you still tell which foods are farmed or caught?</p> <p>Can you still name healthy foods?</p>	<p>Can you still identify identical shapes?</p> <p>Can you still give examples of ways to join fabrics?</p>	<p>Can you still explain how these mechanisms move?</p> <p>Can you still identify sliders and levers?</p>
Designing	<p>Can I, with support, generate and clarify ideas through discussion with peers and adults to collaboratively develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose?</p> <p>Can I begin to use annotated sketches and appropriate recipes to develop and communicate ideas?</p>	<p>Can I, with support, generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s?</p> <p>Can I begin to produce annotated sketches, prototypes, final product sketches and pattern pieces?</p>	<p>Can I, with support, generate realistic ideas and collaborative design criteria through discussion, focusing on the needs of the user?</p> <p>Can I use annotated sketches and prototypes to develop, model and communicate ideas?</p>
Making	<p>Can I order the main stages, list ingredients, utensils and equipment?</p> <p>Can I, with support, select and use appropriate utensils and equipment to prepare and combine ingredients?</p> <p>Can I, with support, select from a range of ingredients to make appropriate food products, thinking about sensory characteristics and personal preferences?</p>	<p>Can I give the next steps when writing the main stages of making?</p> <p>Can I, with support, select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing?</p> <p>Can I, with support, select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern?</p>	<p>Can I collaboratively, write the main stages of making?</p> <p>Can I, with guidance, begin to select from and use appropriate tools with some accuracy to cut, shape and join paper and card?</p> <p>Can I, with support, begin to select from and use finishing techniques suitable for the product they are creating?</p>
Evaluating	<p>Can I carry out sensory evaluations of a variety of ingredients and products?</p> <p>Can I record the evaluations using a table?</p> <p>Can I evaluate the ongoing work and the final product with reference to the design criteria?</p>	<p>Can I investigate a range of 3-D textile products relevant to the project?</p> <p>Can I test my product against the original design criteria and with the intended user, taking into account others' views?</p> <p>Can I understand how a key event/individual has influenced the development of the chosen product and/or fabric?</p>	<p>Can I investigate and analyse books and, where available, other products with lever and linkage mechanisms?</p> <p>Can I evaluate my own products and ideas against criteria and user needs, as I design and make?</p>
Technical Knowledge	<p>Can I identify and understand how to use appropriate equipment and utensils to prepare and combine food? (knives, grater, bowls) (slicing-</p>	<p>Can I identify and understand how to strengthen, stiffen and reinforce existing fabrics?</p>	<p>Can I identify, understand and use lever and linkage mechanisms?</p> <p>Can I distinguish between fixed and loose pivots?</p>

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	<p>bridge and claw technique, spreading, grating)</p> <p>Can I identify a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught? (bread and cheese)</p> <p>Can I identify and use relevant technical and sensory vocabulary appropriately?</p>	<p>Can I identify and understand how to securely join two pieces of fabric together?</p> <p>Can I identify and understand the need for patterns and seam allowances?</p> <p>Can I know and use technical vocabulary relevant to the project?</p>	<p>Can I know and use technical vocabulary relevant to the project?</p>
Cooking and Nutrition	<p>Can I understand and apply the principles of a healthy and varied diet? (Eatwell plate food-groups)</p>		

Year 4 DT Progression

	Autumn	Spring	Summer
	<p><u>Journey to Another World</u></p> <p><u>Electrical Systems</u></p> <p>Simple Circuits and Switches</p> <p><i>Design, make and evaluate a shadow puppet theatre for young children to entertain.</i></p>	<p><u>Invaders and Settlers</u></p> <p><u>Structures</u></p> <p>Shell Structures (including CAD –PP)</p> <p><i>Design, make and evaluate packaging for storing replicas at Jorvik Viking museum gift shop.</i></p> <p><i>Anglo-Saxons and Vikings</i></p>	<p><u>Mayans</u></p> <p><u>Food</u></p> <p>Healthy and Varied Diet</p> <p><i>Design, make and evaluate savoury bread for friends and family to enjoy eating.</i></p>
Can you still?	<p>Can you still spot electrical dangers in the home?</p> <p>Can you name some ways we can stay safe around electricity?</p>	<p>Can you still identify different materials and their properties?</p> <p>Can you still match 3D shapes to their nets?</p> <p>Can you still explain the purpose of identified structures?</p>	<p>Can you still name food groups from the eat well plate?</p> <p>Can you still give examples of ways to stay safe in the kitchen?</p>
Designing	<p>Can I, with some support, gather information about needs and wants and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups?</p> <p>Can I, with some support, generate, develop, model and communicate realistic ideas through discussion and, as appropriate, to begin to use cross-sectional diagrams? (inside of their product).</p>	<p>Can I, with some support, generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product?</p> <p>Can I, with some support, develop ideas through the analysis of existing products and use well annotated sketches and prototypes to model and communicate ideas?</p>	<p>Can I, with some support, generate and clarify ideas through discussion with peers and adults, research (interviews/ questionnaires) to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose?</p> <p>Can I use well annotated sketches and begin to use appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas?</p>
Making	<p>Can I order the main stages of making?</p> <p>Can I, with support, select from and use tools and equipment to cut, shape, join and finish with some accuracy?</p> <p>Can I, with support, select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities?</p>	<p>Can I begin to write the main stages of making in the correct order?</p> <p>Can I, with increasing confidence, use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy?</p> <p>Can I, with increasing confidence, explain my choice of materials according to functional properties and aesthetic qualities?</p> <p>Can I use finishing techniques suitable for the product I am creating?</p>	<p>Can I, with increasing confidence plan the main stages of a recipe, listing ingredients, utensils and equipment?</p> <p>Can I begin to select and use appropriate utensils and equipment to prepare and combine ingredients?</p> <p>Can I begin to select from a range of ingredients to make appropriate food products, thinking about sensory characteristics, friends/family's personal preferences?</p>
Evaluating	<p>Can I investigate and analyse a range of existing battery-powered products?</p> <p>Can I evaluate my ideas and products against my own design criteria and identify the strengths and areas for improvement in my work?</p>	<p>Can I investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used?</p> <p>Can I test and evaluate my own products against design criteria and the intended user and purpose?</p>	<p>Can I carry out sensory evaluations of a variety of ingredients and products?</p> <p>Can I record evaluations using a simple graph and a table with a rating scale?</p>

			Can I evaluate the ongoing work and the final product with reference to the design criteria and the views of a learning partner?
Technical Knowledge	<p>Can I understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers?</p> <p>Can I apply my understanding of computing to program and control their products?</p> <p>Can I know and use technical vocabulary relevant to the project?</p>	<p>Can I develop and use knowledge of how to construct strong, stiff shell structures?</p> <p>Can I develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes?</p> <p>Can I know and use technical vocabulary relevant to the project?</p>	<p>Can I identify how to use appropriate equipment and utensils to prepare and combine food? (Scales, sieves, measuring jugs) (kneading, folding, measuring, with support, use the oven)</p> <p>Can I identify a range of fresh and processed ingredients appropriate for my product, and whether they are grown, reared or caught? (yeast-fermentation, flour- processing of cereals)</p> <p>Can I identify and use relevant technical and sensory vocabulary appropriately?</p>
Cooking and Nutrition			Can I understand and apply the principles of a healthy and varied diet? (nutrients)

Year 5 DT Progression

	Autumn	Spring	Summer
	<p><u>Near, Far, Wherever we Are</u></p> <p><u>Structures</u></p> <p>Frame Structures</p> <p><i>Design, make and evaluate a model Titanic/Naval themed adventure playground for children to have fun and keep healthy.</i></p> <p><i>Titanic</i></p>	<p><u>It's all Greek to Me</u></p> <p><u>Food</u></p> <p>Celebrating Culture and Seasonality</p> <p>Design, make and evaluate Greek flatbread and toppings (consider Greek diet and healthy eating)</p>	<p><u>Route to Justice</u></p> <p><u>Electrical Systems</u></p> <p>More Complex Switches and Circuits</p> <p>Computer programmed</p> <p><i>Design, make and evaluate an automatic nightlight for younger children for comfort and illumination at night.</i></p> <p><i>Lewis Latimer (Black inventor)</i></p>
Can you still?	<p>Can you still name ways in which a structure can be strengthened?</p> <p>Can you still spot the shell structures?</p> <p>Can you still give the properties of given materials?</p>	<p>Can you still name the nutrients found in different food groups?</p> <p>Can you still explain the function of different nutrients?</p>	<p>Can you still name the components in a simple electrical circuit?</p> <p>Can you still tell which diagram shows a working circuit?</p> <p>Can you still draw a circuit diagram?</p>
Designing	<p>Can you carry out research into user needs and existing products, using questionnaires and web-based resources?</p> <p>Can I, with growing confidence, develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, availability of resources and cost?</p> <p>Can I, with growing confidence, generate, develop and model innovative ideas, through discussion, prototypes and annotated drawings from different views?</p>	<p>Can I with growing confidence, generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification?</p> <p>Can I explore a range of initial ideas and begin to make design decisions to develop a final product linked to user and purpose? (adapt recipes considering nationality, dietary requirements and preferences)</p> <p>Can I begin to use words (at least a paragraph), accurately and precisely annotated exploded diagrams (cake layers) and information and communication technology as appropriate to develop and communicate ideas?</p>	<p>Can I use research to develop a design specification for a functional product that responds automatically to changes in the environment taking account of constraints including time, resources and cost?</p> <p>Can I generate and develop innovative ideas and share and clarify these through discussion?</p> <p>Can I communicate ideas through well annotated sketches from different views (cross sectional, front view) and pictorial representations of electrical circuits or circuit diagrams?</p>
Making	<p>Can I, with growing confidence, formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used?</p> <p>Can I competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks? (triangles, rulers, glue guns)</p> <p>Can I use finishing and decorative techniques suitable for the product I am designing and making?</p>	<p>Can I, with growing confidence, write a step-by-step recipe, including a list of ingredients, equipment and utensils?</p> <p>Can I, with increasing confidence, select and use appropriate utensils and equipment accurately to measure accurately and combine appropriate ingredients?</p> <p>Can I make, begin to decorate and present the food product appropriately for the intended user & purpose?</p>	<p>Can I formulate a step-by-step plan to guide making, listing tools, equipment, materials & components?</p> <p>Can I, with growing confidence, select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product?</p> <p>Can I, with support, create and modify a computer control program (Crumble) to enable an electrical product to work automatically in response to changes in the environment?</p>

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Evaluating	<p>Can I investigate and evaluate a range of existing frame structures?</p> <p>Can I critically evaluate my products against my design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests?</p> <p>Can I research key events and individuals relevant to frame structures?</p>	<p>Can I carry out sensory evaluations of a range of relevant products and ingredients?</p> <p>Can I record evaluations using e.g. tables, graphs/charts and star diagrams?</p> <p>Can I evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements?</p> <p>Can I understand how key chefs have influenced eating habits to promote varied and healthy diets?</p>	<p>Can I confidently, continually evaluate and modify the working features of the product to match the initial design specification?</p> <p>Can I, with growing confidence, test the system to demonstrate its effectiveness for the intended user and purpose?</p> <p>Can I investigate famous inventors who developed ground-breaking electrical systems and components?</p>
Technical Knowledge	<p>Can I understand how to strengthen, stiffen and reinforce 3-D frameworks?</p> <p>Can I identify and use technical vocabulary relevant to the project?</p>	<p>Can I demonstrate how to use utensils and equipment including heat sources to prepare and cook food? (scales, oven, mixing bowls, spatula, skewer, microwave)</p> <p>Can I demonstrate understanding of seasonality in relation to food products and the source of different food products? (World foods Greek food and foods used during religious celebrations)</p> <p>Can I identify and use relevant technical and sensory vocabulary?</p>	<p>Can I understand and use electrical systems in my products?</p> <p>Can I apply my understanding of computing to program, monitor and control my products?</p> <p>Can I demonstrate knowledge and use technical vocabulary relevant to the project?</p>
Nutrition		<p>Can I understand and apply the principles of a healthy and varied diet? (Diets across the world and between individuals)</p>	

Year 6 DT Progression

	Autumn	Spring	Summer
	<p><u>It's a Wonderful World</u></p> <p><u>Food</u></p> <p>Celebrating Culture and Seasonality</p> <p><i>Design, make and evaluate a fruit/savoury muffin for an explorer. (wildlife presenter, cameraman, voyager)</i></p>	<p><u>Road to Discovery</u></p> <p><u>Textiles</u></p> <p>Combining Different Fabric Shapes (including CAD)</p> <p><i>Design, make and evaluate an survival kit or bag for an earthquake or volcano</i></p>	<p><u>Shaky Ground</u></p> <p><u>Mechanical Systems</u></p> <p>CAMS</p> <p><i>Design, make and evaluate a moving toy/scene for a child for entertainment. (potential to motorise)</i></p>
Can you still?	<p>Can you still identify different stitches?</p> <p>Can you still explain how to stiffen fabric?</p> <p>Can you still identify different fabrics and their characteristics?</p>	<p>Can you still explain why people from different parts of the world use different ingredients in their dishes?</p> <p>Can you explain reasons why people have different diets?</p> <p>Can you still name different joins?</p>	<p>Can you still remember how to stiffen and strengthen a frame structure?</p> <p>Can you still explain how different levers and linkages move?</p>
Designing	<p>Can I confidently, generate innovative ideas by carrying out research including surveys, interviews and questionnaires?</p> <p>Can I develop a simple design specification to guide my thinking?</p> <p>Can I design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification?</p>	<p>Can I confidently, generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification?</p> <p>Can I with increasing confidence, develop, model and communicate ideas through talking, pattern pieces and a computer-aided design?</p>	<p>Can I confidently, generate innovative ideas by carrying out research using surveys and web-based resources?</p> <p>Can I, explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose?</p> <p>Can I, with increasing confidence, develop and communicate ideas through discussion and annotated drawings from different views.</p>
Making	<p>Can I, with confidence, write a step-by-step recipe, including a list of ingredients, equipment and utensils?</p> <p>Can I, with confidence, select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients? (Bowls, scales, spatulas, mixing spoons; folding, stirring, mixing)</p> <p>Can I make, decorate and present the food product appropriately for the intended user & purpose? (size, shape, decoration, colour, packaging)</p>	<p>Can I, with confidence, produce detailed lists of equipment and fabrics relevant to my tasks? (More than 1 type of fabric in the body of the project)</p> <p>Can I independently, formulate step-by-step plans and, if appropriate, allocate tasks within a team?</p> <p>Can I select from and use a range of tools and equipment to make products that are accurately assembled and well finished? (use at least 3 to 4 different techniques- batik, tie-dye, applique, embroidery)</p> <p>Can I work within the constraints of time, resources and cost?</p>	<p>Can I, with confidence, produce detailed lists of tools, equipment and materials?</p> <p>Can I formulate step-by-step plans and, if appropriate, allocate tasks within a team?</p> <p>Can I confidently, select from and use a range of tools and equipment to make products that that are accurately assembled and well finished? (saws, drills)</p> <p>Can I begin to work within the constraints of time, resources and cost?</p>

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Evaluating	<p>Can I understand how key chefs have influenced eating habits to promote varied and healthy diets?</p> <p>Can I carry out sensory evaluations of a range of relevant products and ingredients?</p> <p>Can I record the evaluations using e.g. tables/graphs/charts such as star diagrams?</p> <p>Can I evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements?</p>	<p>Can I investigate and analyse textile products linked to my final product?</p> <p>Can I compare the final product to the original design specification?</p> <p>Can I test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose?</p> <p>Can I consider the views of others to improve my work?</p>	<p>Can I investigate famous manufacturing and engineering companies relevant to the project?</p> <p>Can I compare the final product to the original design specification?</p> <p>Can I test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose?</p> <p>Can I consider the views of others to improve my work?</p>
Technical Knowledge	<p>Can I identify and understand how to use utensils and equipment including heat sources to prepare and cook food? (blenders, food processors)</p> <p>Can I demonstrate understanding about seasonality in relation to food products and the source of different food products? (high energy providing foods)</p> <p>Can I independently, formulate step-by-step plans and, if appropriate, allocate tasks within a team?</p> <p>Can I use relevant technical and sensory vocabulary?</p> <p>Can I work within the constraints of time, resources and cost?</p>	<p>Can I, with confidence, produce detailed lists of equipment and fabrics relevant to my tasks? (More than 1 type of fabric in the body of the project)</p> <p>Can I accurately combine 3 or 4 pattern pieces, fabric shapes and different fabrics to create a 3-D textile product?</p> <p>Can I select from and use a range of tools and equipment to make products that are accurately assembled and well finished? (use at least 3 to 4 different techniques- applique, printing, embroidery, beading, fabric bows, painting, tie-dye)</p> <p>Can I strengthen, stiffen and reinforce fabrics where appropriate? (straps-interface?)</p> <p>Can I work within the constraints of time, resources and cost?</p>	<p>Can I identify and understand that mechanical and electrical systems have an input, process and an output?</p> <p>Can I know and use technical vocabulary relevant to the project?</p> <p>Can I show understanding that a cam will change rotary motion into linear motion?</p> <p>Can I demonstrate that different shaped cams produce different movements?</p> <p>Can I identify and show the relationship between a cam and a follower?</p>
Nutrition	<p>Can I demonstrate my understanding and apply the principles of a healthy and varied diet? (energy and diet)</p>		

Geography Vision

	Respect	Courage	Resilience
Whole School Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
Geography Intent	<p>To develop a sense of their place within the wider world</p> <p>To draw comparisons between the local area and contrasting localities</p>	<p>To develop the ability to read and interpret maps of various scales, including street maps, topographical and world maps</p> <p>To ask geographical questions</p>	<p>To make connections between places studied</p> <p>To understand the impact of physical geography on the world</p>
Implementation	<ul style="list-style-type: none"> Children understand different cultures and communities that are different to their own through study of different countries. Learning Journeys make links with local communities where appropriate. 	<ul style="list-style-type: none"> Lessons include an element of map work so children can become adept at reading and interpreting maps including compass points, lines of longitude and latitude. Learning Journeys and planning enable children to ask geographical questions to further their understanding of topics. Children will undertake fieldwork to apply and develop their geographical knowledge. Learning Journeys promote high expectations through challenge and questions require children to solve problems independently. 	<ul style="list-style-type: none"> When learning about physical geography, children will be able to state the destructive nature of geographical events. There will be explicit links in planning to where connections are made between different areas of geographical knowledge and the wider curriculum. Elements of prior knowledge will be recapped in all lessons with focus on technical vocabulary. Learning Journeys will provide regular opportunities for children to apply their knowledge.
Impact	<ul style="list-style-type: none"> Children are aware of their sense of place within the world and develop an understanding of the wider community and world. Children enjoy geography and are able to see its real life applications. 	<ul style="list-style-type: none"> Children will be able to read maps, scales and compass points which will enable them to locate places on maps and give directions. Through questioning they will be able to make connections and deepen their understanding of topics covered. 	<ul style="list-style-type: none"> Children can apply their prior knowledge to new learning. Children will develop an understanding that topics are interconnected. Children will be able to state the impact of natural disasters on the landscape.

Year 3 Geography Progression

	Autumn	Spring	Summer
	<u>Through The Ages</u> <i>Fieldwork skills (Jubilee Jungle) and Coasts</i>	<u>The Romans</u> <i>Explore and compare Italy and England. (including mountains)</i> <i>What are the similarities and differences between Italy and England?</i>	<u>Exciting Egyptians</u> <i>Biomes (Deserts)</i> <i>Which biome is the best to live in?</i>
Can you still?	<u>Location and Place Knowledge</u> <u>Focus:</u> Name, locate and identify countries within the U.K <u>Human and Physical Geography</u> <u>Focus:</u> Weather and seasons (recap from Infants learning) <u>Geographical Skills and Fieldwork</u> <u>Focus:</u> Map skills	<u>Location and Place Knowledge</u> <u>Focus:</u> Name and identify continents <u>Human and Physical Geography</u> <u>Focus:</u> Hot and cold areas (recap from Infants learning) <u>Geographical Skills and Fieldwork</u> <u>Focus:</u> Compass points	<u>Location and Place Knowledge</u> <u>Focus:</u> Name and identify oceans <u>Human and Physical Geography</u> <u>Focus:</u> Rivers (recap from Infants learning) <u>Geographical Skills and Fieldwork</u> <u>Focus:</u> OS Symbols
Location and Place Knowledge	Can I name, locate and identify the countries that make up the United Kingdom, and recall the capital cities of these? (recap from KS1) Can I recognise that the U.K is made up of different topographical features?	Can I locate and name the continents on a World Map? Can I name and locate some countries in Europe (Italy, Greece, France, U.K, Germany)? Can I identify topographical features such as rivers, hills and mountains using a map of England and Italy?	Can I identify topographical features such as rivers, hills and mountains? (Identify on maps in relation to positions of deserts)
Human and Physical Geography	Can I describe and understand the key areas of coasts? Can I link this to erosion and weathering?	Can I identify the physical and human features in two different European areas and compare these? (to include mountains)	Can I describe and understand biomes? (linking to y2 weather)
Geographical Skills and Fieldwork	Can I confidently use a range of maps and images to locate a coastline? Can I confidently use compass directions: North; South; East; and West to show the position of coasts in the U.K? Can I begin to use letter and number coordinates to locate coastal and topographical features on a map? Can I draw a simple map of a familiar short route using OS symbols (route from the school to church)? Can I ask geographical questions about coastal environments?	Can I locate countries (Italy, Greece, France and the U.K) using an atlas? Can I recognise topographical features (mountains and rivers) of Italy and the U.K? (and year 2 rivers) Can I ask geographical questions about Italy and the U.K when comparing them? Can I confidently use compass directions: North; South; East; and West to follow and give directions to build knowledge of the UK and the wider world (compare the location of England to Italy)? Can I accurately use letter and number coordinates to locate features on a map (mountains)?	Can I ask geographical questions about places and environments, noticing how these environments are different to those I know? Can I locate the deserts of the world, linking to this to my knowledge of continents and countries, using an Atlas and digital mapping? Can I begin to use 8-point compass directions: North; South; East; and West to follow and give directions to build knowledge of the UK and the wider world (deserts in relation to European countries located and the U.K)?

Year 4 Geography Progression

	Autumn	Spring	Summer
	<u>Journey to Another World</u> <i>Local area study of the school grounds</i> <i>What can we do to protect and improve the environment in our school grounds?</i>	<u>Invaders and Settlers</u> <i>Settlements and Land use</i> <i>Which Anglo-Saxon settlement would you have chosen to live in?</i>	<u>Mayans</u> <i>Rivers</i> <i>Are all rivers the same as our local areas? (Compare a local river with those used by the Mayans)</i>
Can you still?	<u>Location and Place Knowledge</u> <u>Focus:</u> Countries of the U.K, plus topographical features using a map <u>Human and Physical Geography</u> <u>Focus:</u> Coasts (Autumn Year Three) <u>Geographical Skills and Fieldwork</u> <u>Focus:</u> OS Symbol Recap (Year Three)	<u>Location and Place Knowledge</u> <u>Focus:</u> Identify continents, countries within Europe <u>Human and Physical Geography</u> <u>Focus:</u> Biomes (Summer Year Three) <u>Geographical Skills and Fieldwork</u> <u>Focus:</u> Map Skills (Year Three)	<u>Location and Place Knowledge</u> <u>Focus:</u> Identify counties and cities within the U.K <u>Human and Physical Geography</u> <u>Focus:</u> Mountains (Spring Year Three) <u>Geographical Skills and Fieldwork</u> <u>Focus:</u> Compass Points (Year Three)
Location and Place Knowledge	Can I name and locate counties and cities of the United Kingdom? (key cities from Roman settlement) Can I also identify the topographical features, including hills, mountains, coasts and rivers?(recap Year Three knowledge) Can I locate local geographical regions, and identify their human and physical characteristics? Can I name and locate the countries of Europe (recap Italy, Greece, France, U,K, Germany)? (Locate countries children will look at next term, Scandinavian countries and Germany) Can I name and locate the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn? (look at how close Egypt is to the equator – deserts)	Can I locate the Anglo-Saxon Settlements using an Atlas and digital mapping? Can I identify the topographical features of the U.K Anglo-Saxon settlements (coastal areas, farmland) and link these to why they chose to settle there? Can I locate present day cities using mapping, and compare these to historic maps to show the change in population and key aspects?	Can I locate South America on a world map and describe its position in relation to other countries and continents that I know? Can I name and locate countries of South America? Can I also identify the topographical features, including hills, mountains, coasts and rivers? (children have not looked at all of these features as topics, allow children to apply this knowledge when finding out more about South America) Can I locate geographical regions with South America, and identify their human and physical characteristics?
Human and Physical Geography	Can I identify human and physical features of the school grounds and demonstrate these through a local area study?	Can I describe and explain the types of settlement, city, town, hamlet and village and recognise how and why these have changed over time?	Can I describe and understand rivers, exploring the key features and using accurate terminology, such as meander, delta, source, mouth and tributaries, and identify these using a map? Can I describe and understand the water cycle and link this to my understanding of rivers? (Can I link

			this to the river Nile? Rivers in local area?)
Geographical Skills and Fieldwork	<p>Can I confidently use globes, atlases, images, aerial photos and begin to use computer mapping? (Children to investigate Aldershot and the surrounding area)</p> <p>Can I recap the eight-point compass directions to follow and give directions to build knowledge of the UK and the wider world? (Can children locate Tices Meadow in relation to the school grounds?)</p> <p>Can I use four-figure grid references to locate features on a map?</p> <p>Can I ask questions and answer questions about places and environments to aid investigations and express my different opinions relating to issues?</p> <p>Can I make clear links between different observations in the local area?</p> <p>Can I draw a sketch map with relatively sized features and annotations showing human and physical features of the local area?</p> <p>Can I measure using simple instruments, digital technologies, and describe the benefits and limitations of these?</p> <p>Can I interpret data and findings using maps to answer an Enquiry Question?</p>	<p>Can I confidently use globes, atlases, images, aerial photos and begin to use computer mapping? How does this differ from mapping on the local area last term?</p> <p>Can I use four-figure grid references to locate features on a map? (Locate areas around the settlement that caused Anglo-Saxons to settle there, eg. Rivers needed for water, or coastline for defence)</p> <p>Can I devise and ask questions using geographical vocabulary to recognise that others may think differently?</p> <p>Can I present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion?</p>	<p>Can I confidently use globes, atlases, images, aerial photos and begin to use computer mapping to locate rivers? Can I compare this to how rivers were shown on mapping in previous terms?</p> <p>Can I use accurately use four-figure grid references to locate features on a map?</p> <p>Can I devise and ask questions using geographical vocabulary to recognise that others may think differently?</p> <p>Can I present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion?</p>

Year 5 Geography Progression

	Autumn	Spring	Summer
	<u>Near, Far, Wherever we Are</u> <i>Local Study: Southampton Titanic</i> <i>How does Southampton compare to Aldershot?</i>	<u>It's all Greek to Me</u> <i>European study (Greece)</i> <i>Is Athens a world away from our local area?</i>	<u>Route to Justice</u> <i>North America (New Orleans)</i> <i>Child-led Enquiry Question</i>
Can you still?	<u>Location and Place Knowledge</u> <u>Focus:</u> Name and locate counties and cities of the U.K <u>Human and Physical Geography</u> <u>Focus:</u> Settlements (Summer Year Four) <u>Geographical Skills and Fieldwork</u> <u>Focus:</u> OS Symbol Recap (Year Four)	<u>Location and Place Knowledge</u> <u>Focus:</u> Countries and capital cities of Europe <u>Human and Physical Geography</u> <u>Focus:</u> Rivers (Spring Year Four) <u>Geographical Skills and Fieldwork</u> <u>Focus:</u> Map Skills (Year Four)	<u>Location and Place Knowledge</u> <u>Focus:</u> Countries in South America <u>Human and Physical Geography</u> <u>Focus:</u> Weather and Seasons <u>Geographical Skills and Fieldwork</u> <u>Focus:</u> Compass Points (Year Four)
Location and Place Knowledge	Can children locate North America in relation to the Europe? Can children locate Southampton in relation to Aldershot? Are there any cities closer to Aldershot than Southampton? Can children track the journey of the Titanic from Belfast to Southampton to its final destination using mapping technologies?	Can I name and locate the countries of Europe (map the journey from the U.K. to Greece) identify some capital cities of these countries? Can I name and locate some of the countries and cities of Europe and identify these using human and physical characteristics? (Examine the topography of the countries looked at, are there any key features children can locate on a map?)	Can I name and locate the countries of North America, and identify the topographical features of the area and compare these to Europe? Can I identify the position and significance of longitude and latitude, the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the GMT Zone?
Human and Physical Geography	Can I identify human and physical geographical features in order to study the area of Southampton?	Can I identify the human and physical geographical features of Greece, and the impact that wider Europe has on these, in order to explore more of Europe?	Can I identify the human and physical geographical features of North and the impact that this has had on wider society?
Geographical Skills and Fieldwork	Can children use mapping technologies to determine whether Southampton or Belfast would have been the best port to begin the journey from? Can I accurately use four-figure grid references on an OS map and attempt six-figure grid references? Can I draw a sketch map using OS symbols and a key? Can I devise and ask questions using geographical vocabulary to express own opinions and recognise why others may have different points of view? Can I present data and findings using maps to show a clear enquiry route from child led question to child led conclusion?	Can I confidently use the eight-point compass directions to follow and give directions to build knowledge of the UK and Europe? Can I accurately use six-figure grid references? Can I devise and ask questions using geographical vocabulary to express own opinions and recognise why others may have different points of view? Can I present data and findings using maps and digital technologies to show a clear enquiry route from child led question to child led conclusion, presenting this in my own way?	Can I confidently use the eight-point compass directions to follow and give directions to build knowledge of the UK and the wider world? Can I ask questions to carry out an investigation? Can I devise and ask questions using geographical vocabulary to express own opinions and recognise why others may have different points of view? Can I present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion, choosing appropriate and effective way to present this?

Year 6 Geography Progression

	Autumn	Spring	Summer
	<u>Road to Discovery</u> <i>Fieldwork skills and Natural Resources/ Trade Links</i> <i>Could we survive and thrive without the rest of the world?</i>	<u>Shaky Ground</u> <i>Earthquakes and tectonic events</i> <i>Volcanoes are more dangerous than Earthquakes. Do you agree?</i>	<u>It's a Wonderful World</u> <i>Extreme weather and climate change</i> <i>Child-Led</i>
Can you still?	<u>Location and Place Knowledge</u> <u>Focus:</u> Longitude and latitude (Summer Year Five) and time zones <u>Human and Physical Geography</u> <u>Focus:</u> Coasts (Autumn Year Three) <u>Geographical Skills and Fieldwork</u> <u>Focus:</u> OS Symbol Recap (Year Five)	<u>Location and Place Knowledge</u> <u>Focus:</u> Countries and capital cities in North America (Summer Year Five) <u>Human and Physical Geography</u> <u>Focus:</u> Rivers (Spring Year Four) <u>Geographical Skills and Fieldwork</u> <u>Focus:</u> Map Skills (Year Five)	<u>Location and Place Knowledge</u> <u>Focus:</u> Name and locate countries across the world <u>Human and Physical Geography</u> <u>Focus:</u> Settlements (Summer Year Four) <u>Geographical Skills and Fieldwork</u> <u>Focus:</u> Compass Points (Year Five)
Location and Place Knowledge	Can I name and locate some of the countries (focus on those explored by Shackleton and Columbus) using their human and physical features, and understand how these have changed over time? Can I compare the location of these countries to other countries that I have studied?	Can I name and locate some of the countries and cities of the world using their human and physical features, and understand how these have changed over time? Can I determine where these places are in relation to known plate boundaries and tectonic activity?	Can I sort some countries of the world based on human and physical features, and understand how these have changed over time? Can I use the correct technical vocabulary to identify the position and significance of longitude and latitude, the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the GMT Zone (including day and night)?
Human and Physical Geography	Can I describe and understand key aspects of the distribution of natural resources, including energy, food, minerals and water?	Can I describe and understand the physical geographical features of earthquakes and volcanoes? Can I describe the human and physical effects that this can cause? (link to Y3 Romans – Mt Vesuvius)	Can I investigate the physical incidences of extreme weather and the human and physical causes and implications of this? Can I understand the contributions to and the implications of Climate change?
Geographical Skills and Fieldwork	Can I confidently use a range of maps, atlases, images, globes and digital mapping to identify the routes that Shackleton and Columbus travelled? How is this different to other routes previously studied (eg, Anglo-Saxon/Viking movement to settle in the U.K.) Can I accurately use six-figure grid references on an OS map? Can I devise and ask questions using my own geographical knowledge and recognise why	Can I confidently use a range of maps, atlases, images, globes and digital mapping to locate tectonic boundaries across the globe in relation to the countries that are impacted? Can I locate countries and describe features studied in the KS2 NC, looking at these using the correct terminology - longitude and latitude, the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the GMT Zone (including day and night)? Can I link this to the	Can I confidently use a range of maps, atlases, images, globes and digital mapping to see how the world has already been impacted over time from climate change? Can I devise and ask questions using my own geographical knowledge and recognise why others may have different points of view? Can I independently present data using the most effective method to show a clear enquiry route from

	<p>others may have different points of view and why this might be?</p> <p>Can I independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion?</p>	<p>position of tectonic boundaries and events? (Italy, Greece, New Orleans)</p> <p>Can I accurately give instructions to others using six-figure grid references on an OS map? " Can I confidently justify and evaluate data collection methods?</p> <p>Can I independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion?</p>	<p>child led question to child led conclusion?</p>
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History Vision

	Respect	Courage	Resilience
Whole School Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
History Intent	Children examine the complexity of people's lives, processes of change, the diversity of societies and relationships between different groups. They understand that, as a result, their legacy is passed through the generations. Children develop a sense of their own identity.	Children gain a coherent knowledge and understanding of Britain's past and that of the wider world History inspires pupils' curiosity to know more about the past and the challenges of their time. They understand that the lives of individuals can impact on future generations, through their legacy.	Children are able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
Implementation	<ul style="list-style-type: none"> · The children are provided with a rich and varied curriculum that includes a range of teaching and learning experiences to inspire and engage. · School visits and themed days will give children new experiences and insight into their study. · The children are inspired and want to extend their learning. · Learning Journeys promote exploration of local history and how this has impacted on the community, where appropriate. 	<ul style="list-style-type: none"> · Through teaching and learning using varied activities, all children have the courage and the support they need to access their learning · Children are prepared to take risks, making hypotheses and explaining their opinions. · Using an enquiry approach, the children are given opportunities to ask questions and to investigate and discover answers for themselves. 	<ul style="list-style-type: none"> · Children are given opportunities to construct informed responses that involve thoughtful selection and organisation of relevant historical information. · Children understand how events in the past can lead to change and innovation and how this impacts on the world we live in today. · Children are given opportunities for discussion and debate, listening to the views of others and responding. · Children can justify opinions, supporting their views with evidence.
Impact	<ul style="list-style-type: none"> · Children have a sense of their own identity and their place within a historical context. · Children are able to develop a sense of empathy for others and the way which events and changes may affect their lives. · Children understand that individuals or groups of people can leave a legacy which impacts on others. 	<ul style="list-style-type: none"> · Children are prepared to discover and learn new ideas with courage and are prepared to take risks in their learning combining different historical ideas. · Children are enthusiastic and want to do their best in all of their History learning. 	<ul style="list-style-type: none"> · Children are confident to explore new ideas and to express their opinions about historical events. · Children are able to listen thoughtfully to the views of others before reaching final conclusions.

Year 3 History Progression

	Autumn	Spring	Summer
	Through The Ages <i>Changes from the Stone Age to Iron Age</i> <i>(British History)</i>	The Romans <i>The Roman Empire and its Impact</i> <i>(World History)</i>	Exciting Egyptains <i>The Achievements of the Ancient Egyptians</i> <i>(World History)</i>
Can you still?	Can you still use a wide variety of historical terms?	Can you still identify the chronology of the Celts?	Can you still describe the legacy of the Romans?
Chronological Understanding	<p>Can I inquire about date reversal for BC/BCE? (e.g. 4000 BC/ BCE is longer ago than 400 BC/ BCE)?</p> <p>Can I ask simple questions about 'before' and 'after' relating to a timeline, for the period/ civilisation being studied?</p> <p>Can I understand that historians give names to periods of time in the past which have distinct characteristics? (Example: Stone tools were used in the Stone Age and iron became more prevalent in the Iron Age).</p>	<p>Can I understand date reversal for BC/BCE in context? (e.g. 4000 BC/ BCE is longer ago than 400 BC/ BCE)</p> <p>Can I answer simple questions about 'before' and 'after' relating to a timeline, for the period/ civilisation being studied?</p> <p>Can I understand historians give names to periods of time in the past which have distinct characteristics? (It is not linear. The Celts lived through The Bronze Age and the Iron Age and the Romans lived at the same time as the Iron Age).</p>	<p>Can I apply my understanding of date reversal for BC/BCE? (e.g. 4000 BC/ BCE is longer ago than 400 BC/ BCE)</p> <p>Can I explore simple questions about 'before' and 'after' relating to a timeline, for the period/ civilisation being studied?</p> <p>Can I understand historians give names to periods of time in the past which have distinct characteristics? (The characteristics of the Egyptian civilisations)</p>
Characteristics	<p>Can I inquire about some of the key characteristics of the period or civilisation being studied; gain a secure understanding of the main differences between today and the period being studied?</p> <p>Can I inquire about some of the main features associated with the period/ civilisation studied? (e.g. they used flint to make tools, hunter gatherer and the transition from hunter gatherer to farming and the development of communities)</p>	<p>Can I describe in simple terms some key characteristics of the period or civilisation being studied; gain a secure understanding of the main differences between today and the period being studied?</p> <p>Can I describe some main features associated with the period/ civilisation studied? (e.g. that the Romans built towns linked by roads in their territories)</p>	<p>Can I apply my understanding of the key characteristics of the period or civilisation being studied; gain a secure understanding of the main differences between today and the period being studied?</p> <p>Can I describe some main features associated with the period/ civilisation studied? (e.g. the development of communities living next to the Nile)</p>
Reasons for Change	Can I identify some things which have stayed the same (have continuity) through time? (e.g. how, even with the discovery of metal and consequent technological changes, settled communities occupied the same places through long periods of time)	Can I describe changes in history over time and can identify some things which have stayed the same (have continuity) through time? (e.g. how the Romans have had a lasting impact on Britain and why these things have remained – roads, towns and changes to the pre-existing British way of life due to the Roman Conquest)	<p>Can I suggest reasons why throughout history, some things have changed and others have stayed the same (continuity) through time? (e.g. how, even with the discovery of bronze, the Egyptians stayed predominantly in one area)</p> <p>Can I formulate reasoned hypothesis about why some things may have stayed the same?</p>
Cause and Consequence	Can I identify, in simple terms, the consequences of an important historical event, offering more than one example of its results?	Can I describe, in simple terms, the consequences of an important historical event, offering more than one example of its results?	Can I make reasoned historical judgements based on evidence and develop complex historical thinking? (e.g. The main reason was...because..., Also important was..., Some people think... others disagree... because...)

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Historical Interpretation	Can I identify how people can disagree about what happened in the past and give simple examples?	Can I describe how people can disagree about what happened in the past and give examples?	Can I recognise differences between people's versions of the same event?
Historical Enquiry	Can I identify how sources reveal important information about the past?	Can I describe how sources reveal important information about the past and make sense of the information?	Can I describe why the absence of certain types of sources makes it more difficult to draw conclusions about a period of civilisation?

Year 4 History Progression

	Autumn	Spring	Summer
	<u>Journey to Another World</u>	<u>Invaders and Settlers</u> <i>Britain's Settlement by the Anglo Saxons, Scots and Vikings (British History)</i>	<u>Mayans</u> <i>A comparison between Mayan Civilisation c.900AD and Britain (World History)</i>
Can you still?		Can I understand date reversal for BC/BCE? (e.g. 4000 BC/ BCE is longer ago than 400 BC/ BCE)	To apply my understanding of date reversal for BC/BCE (e.g. 4000 BC/ BCE is longer ago than 400 BC/ BCE).
Chronological Understanding		Can I begin to understand historical periods overlap each other and vary in length? Can I develop precise chronological vocabulary including using recognised historical/ archaeological terms correctly for periods studied? (e.g. Early Middle Ages,)	Can I apply my learning on Anglo Saxons, Vikings and Mayans to my understanding of historical time periods overlapping and varying in length (it is not linear)? Can I use precise chronological vocabulary including using recognised historical/ archaeological terms correctly for periods studied? (Mayans started 2000BC – ancient civilization but went on to 1697)
Characteristics		Can I give a simple explanation that not everyone in the past lived in the same way? (e.g. know that in some civilisations studied there were complex and different levels of society whose accounts of events would have been different)	Can I apply my understanding of how people lived in the past to the Mayans? (using knowledge from Vikings, Anglo Saxons, Romans and Mayan cosmography differs from the 'cosmovision' or 'world view' of other periods/ civilisations studied)
Reasons for Change		Can I describe and give some examples why there was a range of changes at particular points in history, while some things remain the same? Can I explore why changes in different places might be connected in some way? (e.g. Viking raids and settlement of other parts of Europe incl. Britain and beyond, happened after the decline of the Roman Empire – Y3 Learning)	Can I explain why changes in different places might be connected in some way? (What lead to the end of the Mayan empire?) Can I explain and give some examples why there was a range of changes at particular points in history, while some things remain the same and what the impact of this was?
Cause and Consequence		Can I describe historical events where changes have more than one cause? (e.g. change in diet during the Bronze and Iron Ages caused by trade over a wide area of Europe as well as agricultural developments) Can I describe with simple examples, different types of causes, seeing that events happen for different reasons, not just human action?	Can I explain the effect of historical events where changes have more than one cause? (e.g. change in diet during the Bronze and Iron Ages caused by trade over a wide area of Europe as well as agricultural developments) Can I explore different types of causes with examples, seeing that events happen for different reasons, not just human action? (e.g. the impact of climate on the

			development of the civilisations around 2000 BC/ BCE)
Historical Interpretation		Can I describe how different interpretations arise? (e.g. scarcity of evidence, point of view)	Can I evaluate why different interpretations arise? (e.g. scarcity of evidence, point of view)
Historical Enquiry		Can I describe and question the origins and purposes of sources? (e.g. asking perceptive questions about the accuracy and reliability of imaginative representations)	Can I ask perceptive questions about periods/civilisations studied and know how to find, select and use suitable information and sources, to formulate and investigate hypotheses? (e.g. describe and explain differences between the Mayans and Anglo-Saxons/Vikings and few written records exist for the Mayan period due to their destruction in the Spanish Conquest. However, other sources (pottery) reveal important information: developing a deeper understanding of the interpretation of historical and archaeological sources)

Year 5 History Progression

	Autumn	Spring	Summer
	<u>Near, Far, Wherever we Are</u> <i>History of Titanic</i> <i>(Southampton local study which is significant in the locality beyond 1066)</i>	<u>It's all Greek to Me</u> <i>The Legacy of the Ancient Greeks</i> <i>(World History)</i>	<u>Route to Justice</u>
Can you still?	Can I still explain how Viking raids and resettlement in Britain was affected by the fall of the Roman Empire?	Can I describe the long and short term effects of the Titanic sinking? Can I describe some of the legacy of the Romans	
Chronological Understanding	Can I recognise that a period/being studied may have similarities with another/ others previously studied, including those in different parts of the world?	Can I explain that a period/ civilisation being studied may have similarities with another/ others previously studied, including those in different parts of the world? Can I understand that past civilisations overlap with others in different parts of the world, that their respective durations vary and that they have some important similarities? (e.g. Celts, Ancient Greeks, Romans, Mayans)	
Characteristics	Can I identify and make links between significant characteristics of a period/ civilisation studied and some others studied previously? (how did other civilisations view different people – eg slaves, mayans, different classes) Can I recognise that people in the past had a range of different ways of looking at their world and their relationship with and responsibilities to it? (eg. How people were viewed in regards to race and class compared to now)	Can I recognise and explain the links between significant characteristics of a period/civilisation studied and some others studied previously? (e.g. Celts, Ancient Greeks, Romans, Mayans) Can I explain that people in the past had a range of different ways of looking at their world and their relationship with and responsibilities to it?	
Reasons for Change	Can I recognise how change happens during particular events and through time, for a combination of reasons but that this does not impact everyone in the same way, at the same time? (eg what was the impact of the titanic sinking here and around the World?)	Can I explain with examples how change happens during particular events and through time, for a combination of reasons but that this does not impact everyone in the same way, at the same time? Can I create explanations for continuity, through particular periods of history in one place and in different parts of the world, as well as between periods of history?	
Cause and Consequence	Can I recognise that there may be more causes when explaining some events? Can I understand consequences in terms of immediate and longer	Can I offer more causes when explaining some events? Can I explain consequences in terms of immediate and longer	

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	term effects and that people were affected differently?	term effects and that people were affected differently?	
Historical Interpretation	<p>Can I recognise that historical understanding is continuously being revised?</p> <p>Can I recognise that different historical accounts of the past emerge for different reasons? (e.g. Different people might give a different emphasis)</p>	<p>Can I explain that historical understanding is continuously being revised?</p> <p>Can I explain that different historical accounts of the past emerge for different reasons? (e.g. evidence from a long time ago)</p>	
Historical Enquiry	<p>Can I construct simple, arguments ,with examples, about aspects of periods studied?</p> <p>Can I explain, with examples, why a source might be unreliable?</p>	<p>Can I develop simple, reasoned arguments about aspects of periods/civilisations studied? (e.g. explain why I have selected 5 aspects of the Greek's legacy as most significant)</p> <p>Can I evaluate the reliability of a source, with examples?</p>	

Year 6 History Progression

	Autumn	Spring	Summer
	<u>Road to Discovery</u> (World History) <i>Explorers through time– Henson, Attenborough, Earhart</i>	<u>Shaky Ground</u>	<u>It's a Wonderful World</u> <i>Inventors and their Legacy</i>
Can you still?	Can I still explain that different historical accounts of the past emerge for different reasons?		Can I still explain, with examples, why a source might be unreliable?
Chronological Understanding	Can I correctly use some dates in relation to different historical/archaeological periods? (linking to all prior knowledge and periods studied)		Can I demonstrate an emerging chronological framework around civilisations/periods studied which I can accurately place in chronological order as well as identify some characteristic features of each?
Characteristics	Can I explain the ideas and achievements of a period/ civilisation in terms of why people might have had those ideas and how this impacted on the way they lived? (linking to achievements on the Greeks, Romans)		Can I give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied?
Reasons for Change	Can I give explanations for changes, taking place through particular periods of history in one place and in different parts of the world, as well as between periods of history? (changes in technology, climate, impact of one period on another, disease)		Can I explain that changes in different places and periods can be connected?
Cause and Consequence	Can I explain that causes might be connected in some way; one cause might be linked to another, making the event more likely to happen? Can I explain events in history with reference to abstract ideas such as long and short term causes/ results or events building up?		Can I explain why quite complex events happened using a good range of causes, even if some are still linked in a simple way?
Historical Interpretation	Can I explain that some interpretations are likely to be more accurate and reliable, using knowledge I have acquired during a study? (how do we know and how has the evidence survived?) Can I demonstrate understanding that all history is, to some extent, an interpretation and can I identify a range of reasons for this?		Can I explain that particular views of the past can be created by what evidence is selected and how it is presented?
Historical Enquiry	Can I explain and ask perceptive questions of sources and offer evidence-based reasons about why different sources, about the same events, may give conflicting information? (e.g. Most evidence suggests... however... we cannot tell for sure... because...)		Can I explain source reliability with reference to the period/ civilisation and/or the provenance of a source? (should be able to compare sources from different evidence bases)

MFL (Spanish) Vision

	Respect	Courage	Resilience
Whole School Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
MFL Intent	Understand how a Modern Foreign Language can impact and broaden their future life chances Appreciate the culture of Spain and Spanish speaking countries	Understand some grammatical features of Spanish All children explore a second language even when English may be a barrier	Children are able to share ideas and feelings in another language
Implementation	<ul style="list-style-type: none"> · Learning Journeys encourage opportunities for a variety of approaches including songs and games to engage learners. · Children explore different festivals celebrated in Spain and Spanish speaking countries such as Christmas and Easter. · Children explore where Spanish is spoken around the world as part of their Learning Journey. · Children explore and enjoy learning Spanish and know it will empower them for the future. 	<ul style="list-style-type: none"> · Learning Journeys demonstrate high expectations for all. · Children build skills in speaking, listening, reading and writing of Spanish through the Learning Journeys, with an emphasis on speaking. · All children are supported in being successful in learning Spanish · Learning Journeys make some specific reference to grammatical development. 	<ul style="list-style-type: none"> · Children have the opportunity to explore and experiment with language in order to construct sentences and phrases · Links can be made within the Spanish Learning Journey to other curriculum areas and build on cultural capital · Learning Journeys are progressive and build on prior learning to ensure retention of information · Learning Journeys provide opportunities for children to express feelings and opinions
Impact	<ul style="list-style-type: none"> · Children enjoy learning Spanish and exploring the language. · Children appreciate the value of learning another language. 	<ul style="list-style-type: none"> · Children can apply aspects of grammar teaching to their Spanish learning and development · Children can speak, listen, read and write in Spanish. 	<ul style="list-style-type: none"> · Children build on their prior learning and can apply this to new learning through transferable skills. · Children are able to answer questions to express their feelings and opinions in Spanish.

Year 3 Spanish Progression

	Autumn	Spring	Summer
	<u>Through The Ages</u> <i>Greetings</i> <i>Numbers to 10, Colours</i> <i>Family members,</i> <i>Sandwiches</i> <i>Christmas</i>	<u>The Romans</u> <i>Animals -Pets</i> <i>My house</i> <i>Easter</i>	<u>Exciting Egyptians</u> <i>Numbers to 20</i> <i>Transport</i> <i>Revision</i>
Can you still?	AFL – new to the majority of children, gain an awareness of any children with prior knowledge	Use appropriate greetings and colours of lunch register?	Count from 1-20?
1.Listen attentively to spoken language and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language	Listen and repeat key words when developing vocabulary, including in songs, etc (topic specific)	Listen and repeat key words when developing vocabulary, including in songs, etc (topic specific)	Listen and repeat key words when developing vocabulary, including in songs, etc (topic specific)
2.Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Hear that some words have similar sounds (rhymes) and use this to help pronounce words	Hear that some words have similar sounds (rhymes) and use this to help pronounce words (casa, tasa, fracasa, grasa, basa, vasa)	Hear that some words have similar sounds (rhymes) and use this to help pronounce words (chico, rico, abanico, amico, servicio) (chica, rica, explica, significa, publica, fabrica)
3.Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Exchange salutations, including doing the register. Respond to basic questions: eg. Hola, Buenos dias ,Como te llamas?	Exchange salutations, including doing the register. Respond to basic questions eg. adios, Buenos tardes	Exchange salutations, including doing the register. Respond to basic questions all from previous terms, como estas, hasta luego
4.Speak in sentences, using familiar vocabulary, phrases and basic language structures. present ideas and information orally to a range of audiences	Can repeat and say familiar words and short simple phrases using understandable pronunciation (topic specific)	Can repeat and say familiar words and short simple phrases using understandable pronunciation (topic specific)	Can repeat and say familiar words and short simple phrases using understandable pronunciation (topic specific)
5.Develop accurate pronunciation and intonation so that others understand when they are reading aloud or	Can reproduce some words with accurate pronunciation. (topic specific)	Can reproduce some words with accurate pronunciation. (topic specific)	Can reproduce some words with accurate pronunciation. (topic specific)

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using familiar words and phrases			
6.Read carefully and show understanding of words, phrases and simple writing	Can read and understand salutations and key, familiar basic vocabulary – Hola, Buenos dias (topic specific)	Can read and understand salutations and key, familiar basic vocabulary – buenos tardes, como estas? adios (topic specific)	Can read and understand salutations and key, familiar basic vocabulary – adios, hasta luego (topic specific)
7.Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Can recognise key vocabulary from topics (topic specific)	Can recognise key vocabulary from topics (topic specific)	Can recognise key vocabulary from topics (topic specific)
8.Write phrases from memory,	Can write some single words from memory with reasonable spelling (topic specific)	Can write some single words from memory with reasonable spelling (topic specific)	Can write some single words from memory with reasonable spelling (topic specific)
9.Describe people, places, things and actions orally and in writing, and adapt these to create new sentences, to express ideas clearly	Can, with support, change an element in a phrase to change the meaning – colour, family member...	Can, with support, change an element in a phrase to change the meaning – colour, family member, pets...	Can, with support, change an element in a phrase to change the meaning – colour, personal adjectives...
10.Understand basic grammar including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	<p>Be introduced to el and la when learning nouns</p> <p>Be aware of some plurals</p> <p>Know some adjectives (colours)</p> <p>Use some verbs that are given in specific scenarios</p>	<p>Know that nouns are feminine or masculine</p> <p>Be increasingly aware of some plurals</p> <p>Know some adjectives (linked to pets)</p> <p>Use some verbs that are given in specific scenarios</p>	<p>Know that nouns are feminine or masculine</p> <p>Recognise some plurals</p> <p>Know some adjectives (linked to self)</p> <p>Use some verbs that are given in specific scenarios</p>

Year 4 Spanish Progression

	Autumn	Spring	Summer
	<u>Journey to another World</u> <i>Days of the week</i> <i>Clothes</i> <i>Fruit</i> <i>Christmas</i>	<u>Invaders and Settlers</u> <i>Animals - Farm</i> <i>Body</i> <i>Easter</i>	<u>Mayans</u> <i>School subjects</i> <i>Numbers to 20</i> <i>Counting in 10s</i> <i>Revision</i>
Can you still?	Remember greetings, colours and numbers?	Use the days of the week?	Count to 20
1.Listen attentively to spoken language and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language	Listen, repeat and use key words linked to vocabulary development with increasing independence, including songs, etc (topic specific)	Listen, repeat and use key words linked to vocabulary development with increasing independence, including songs, etc (topic specific)	Listen, repeat and use key words linked to vocabulary development with increasing independence, including songs, etc (topic specific)
2.Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Hear that there are words that have similar sounds (rhymes) and use this to help pronounce words	Hear that there are words that have similar sounds (rhymes) and use this to help pronounce words (cara, para, clara, prepara, cuchara)	Hear that there are words that have similar sounds (rhymes) and use this to help pronounce words (camino, destino, vecino, fino, sobrino, padrino)
3.Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Exchange salutations, including doing the register. Respond to questions offered randomly eg. Hola, Buenos dias	Exchange salutations, including doing the register. Respond to questions offered randomly eg. Buenos tardes, adios	Exchange salutations, including doing the register. Respond to questions offered randomly eg. Como estas, hasta luego
4.Speak in sentences, using familiar vocabulary, phrases and basic language structures. present ideas and information orally to a range of audiences	Can say short phrases on a familiar topic with good pronunciation (topic specific)	Can say short phrases on a familiar topic with good pronunciation (topic specific)	Can say short phrases on a familiar topic with good pronunciation (topic specific)
5.Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Can reproduce some words with accurate pronunciation and recognise some of these words in print (topic specific)	Can reproduce some words with accurate pronunciation and recognise some of these words in print (topic specific)	Can reproduce some words with accurate pronunciation and recognise some of these words in print (topic specific)

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6. Read carefully and show understanding of words, phrases and simple writing	Can read and understand some key, familiar basic vocabulary (topic specific)	Can read and understand some key, familiar basic vocabulary (topic specific)	Can read and understand some key, familiar basic vocabulary (topic specific)
7. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Can recognise an increasing number of key vocabulary words from topics, including use of a word list (topic specific)	Can recognise an increasing number of key vocabulary words from topics, including use of a word list (topic specific)	Can recognise an increasing number of key vocabulary words from topics, including use of a word list (topic specific)
8. Write phrases from memory	Can write some simple words within a short phrase from memory with reasonable spelling (topic specific)	Can write some simple words within a short phrase from memory with reasonable spelling (topic specific)	Can write some simple words within a short phrase from memory with reasonable spelling (topic specific)
9. Describe people, places, things and actions orally and in writing, and adapt these to create new sentences, to express ideas clearly	Can change an element in a phrase to change the meaning – colour, family member...	Can change an element in a phrase to change the meaning – linked to pets, house	Can change an element in a phrase to change the meaning – linked to self and previous learning
10. Understand basic grammar including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	<p>Be aware of definite and indefinite articles (una, uno, el, la)</p> <p>Use some plurals</p> <p>Use some adjectives, be aware of positioning</p> <p>Be aware of verbs</p> <p>Be aware of some simple connectives in listening and stories</p>	<p>Be aware of definite and indefinite articles</p> <p>Use some plurals</p> <p>Use some adjectives, be aware of positioning</p> <p>Awareness of use of verbs</p> <p>Be aware of some simple connectives in listening, stories, and speaking</p>	<p>Be aware of definite and indefinite articles</p> <p>Use some plurals</p> <p>Use some adjectives, be aware of positioning</p> <p>Use more, relevant verbs</p> <p>Use some simple connectives in both productive and receptive language</p>

Year 5 Spanish Progression

	Autumn	Spring	Summer
	<u>Near, Far, Wherever we</u> <u>Are</u> Numbers to 31 Sports Día de los Muertos Markets and Supermarkets	<u>It's all Greek to Me</u> Hobbies Wild Animals Days, months and seasons	<u>Route to Justice</u> School resources Holidays Revision
Can you still?	First year so continual AfL	Know numbers to 10	Know days of the week Know pets Tengo
1.Listen attentively to spoken language and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language	Attend to and understand a wider range of vocabulary presented in sentences and short passages, stories, songs, etc (topic specific)	Attend to and understand a wider range of vocabulary presented in sentences and short passages, stories, songs, etc (topic specific)	Attend to and understand a wider range of vocabulary presented in sentences and short passages, stories, songs, etc (topic specific)
2.Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Use knowledge of sounds to support reading and spelling	Use knowledge of sounds to support reading and spelling (rimes con martes, Viernes, sabado..)	Use knowledge of sounds to support reading and spelling (rimes con lluvia, sol, frio, calor)
3.Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Can give information, ask and answer simple questions on familiar topics (topic specific)	Can give information, ask and answer simple questions on familiar topics (topic specific)	Can give information, ask and answer simple questions on familiar topics (topic specific)
4.Speak in sentences, using familiar vocabulary, phrases and basic language structures. present ideas and information orally to a range of audiences	Can say short phrases on a widening range of familiar topic with good pronunciation (topic specific)	Can say short phrases on a widening range of familiar topic with good pronunciation (topic specific)	Can say short phrases on a widening range of familiar topic with good pronunciation (topic specific)
5.Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Can reproduce words and phrases with accurate pronunciation and read phrases accurately that contain familiar words. (topic specific)	Can reproduce words and phrases with accurate pronunciation and read phrases accurately that contain familiar words. (topic specific)	Can reproduce words and phrases with accurate pronunciation and read phrases accurately that contain familiar words. (topic specific)

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6. Read carefully and show understanding of words, phrases and simple writing	Can read and understand familiar words and simple sentences (topic specific)	Can read and understand familiar words and simple sentences (topic specific)	Can read and understand familiar words and simple sentences (topic specific)
7. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Can recognise a range of words from topics, including when presented in sentences. Use a dictionary and word lists/maps to discover own words of interest. (topic specific)	Can recognise a range of words from topics, including when presented in sentences. Use a dictionary and word lists/maps to discover own words of interest. (topic specific)	Can recognise a range of words from topics, including when presented in sentences. Use a dictionary and word lists/maps to discover own words of interest. (topic specific)
8. Write phrases from memory,	Can write simple words within a short phrase from memory with reasonable spelling (topic specific)	Can write simple words within a short phrase from memory with reasonable spelling (topic specific)	Can write simple words within a short phrase from memory with reasonable spelling (topic specific)
9. Describe people, places, things and actions orally and in writing, and adapt these to create new sentences, to express ideas clearly	Can change a number of single elements in a sentence to change the meaning eg. adjectives	Can change a number of single elements in a sentence to change the meaning eg. adjectives and verbs	Can change a number of single elements in a sentence to change the meaning eg. adjectives, verbs and nouns
10. Understand basic grammar including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	<p>Use articles with increasing accuracy</p> <p>Be aware of agreements with nouns and adjectives (masc and fem)</p> <p>With prompts, be aware of different forms of verbs – 1st person and 3rd person singular</p> <p>Use connectives (y, pero)</p> <p>Use a writing frame to write more complex sentences</p>	<p>Use articles with increasing accuracy</p> <p>Be aware of agreements with nouns and adjectives (masc and fem)</p> <p>With prompts, be aware of different forms of verbs – 1st person and 3rd person singular</p> <p>Use connectives (sin embargo, también)</p> <p>Use a writing frame to write more complex sentences</p>	<p>Use articles with increasing accuracy</p> <p>Be aware of agreements with nouns and adjectives (masc and fem)</p> <p>With prompts, be aware of different forms of verbs – 1st person and 3rd person singular</p> <p>Use more connectives (all from previous term)</p> <p>Use a writing frame to write more complex sentences</p>

Year 6 Spanish Progression

	Autumn	Spring	Summer
	<u>Road to Discovery</u> <i>Numbers to 100</i> <i>Clothes</i> <i>Ordering Food</i> <i>Los Reyes Magos</i>	<u>Shaky Ground</u> <i>Animals and mystical beasts</i> <i>Weather</i> <i>Spanish Geography</i>	<u>It's a Wonderful World</u> <i>Time</i> <i>The town</i> <i>Revision</i>
Can you still?	Greetings, family, high frequency vocab, masculine and feminine	Know all numbers, revisit prior learning independently.	Use all learning to combine into multi-topic work
1.Listen attentively to spoken language and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language	Understand longer spoken passages linked to known vocabulary, and confidently join in with appropriate stories, songs and rhymes. (topic specific)	Understand longer spoken passages linked to known vocabulary, and confidently join in with appropriate stories, songs and rhymes. (topic specific)	Understand longer spoken passages linked to known vocabulary, and confidently join in with appropriate stories, songs and rhymes. (topic specific)
2.Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Use knowledge of sounds to support increasingly accurate reading and spelling	Use knowledge of sounds to support increasingly accurate reading and spelling (tiempo, pasatiempo, contempo, ejemplo, cuerpo, extremo)	Use knowledge of sounds to support increasingly accurate reading and spelling (hora, senora, ahora, flora, profesora)
3.Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Can give information, ask and answer simple questions on familiar topics, expressing opinions (topic specific)	Can give information, ask and answer simple questions on familiar topics, expressing opinions (topic specific)	Can give information, ask and answer simple questions on familiar topics, expressing opinions (topic specific)
4.Speak in sentences, using familiar vocabulary, phrases and basic language structures. present ideas and information orally to a range of audiences	Can create and say phrases on a range of topics with increasing confidence and good pronunciation (topic specific)	Can create and say phrases on a range of topics with increasing confidence and good pronunciation (topic specific)	Can create and say phrases on a range of topics with increasing confidence and good pronunciation (topic specific)
5.Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Can reproduce words and phrases with accurate pronunciation and read phrases accurately that contain mostly familiar words. (topic specific)	Can reproduce words and phrases with accurate pronunciation and read phrases accurately that contain mostly familiar words. (topic specific)	Can reproduce words and phrases with accurate pronunciation and read phrases accurately that contain mostly familiar words. (topic specific)
6.Read carefully and show understanding of words, phrases and simple writing	Can read and understand a short text made up of short sentences with familiar language on a familiar topic (topic specific)	Can read and understand a short text made up of short sentences with familiar language on a familiar topic (topic specific)	Can read and understand a short text made up of short sentences with familiar language on a familiar topic (topic specific)

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7. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Can use a range of vocabulary from different topics in receptive and productive Spanish. Use dictionary and word lists/maps to extend vocabulary (topic specific)	Can use a range of vocabulary from different topics in receptive and productive Spanish. Use dictionary and word lists/maps to extend vocabulary (topic specific)	Can use a range of vocabulary from different topics in receptive and productive Spanish. Use dictionary and word lists/maps to extend vocabulary (topic specific)
8. Write phrases from memory,	Can write simple short texts including some words from memory with reasonable spelling. (topic specific)	Can write simple short texts including some words from memory with reasonable spelling. (topic specific)	Can write simple short texts including some words from memory with reasonable spelling. (topic specific)
9. Describe people, places, things and actions orally and in writing, and adapt these to create new sentences, to express ideas clearly	Can write sentences on a few topics using, for example, a writing frame or sentence starters if necessary. (topic specific)	Can write sentences on a few topics using, for example, a writing frame or sentence starters if necessary. (topic specific)	Can write sentences on a few topics using, for example, a writing frame or sentence starters if necessary. (topic specific)
10. Understand basic grammar including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	<p>Form simple sentences with increasing independence</p> <p>Show an awareness of grammatical structures and use with increasing confidence eg. use negative forms of verbs, masc, fem, sing, plural</p> <p>Ar, ir, er verbs</p> <p>Use writing frames to create longer, complex writing</p>	<p>Form simple sentences with increasing independence</p> <p>Show an awareness of grammatical structures and use with increasing confidence eg use negative forms of verbs, masc, fem, sing, plural, connectives</p> <p>Ar, ir, er verbs</p> <p>Use writing frames to create longer, complex writing</p>	<p>Form simple sentences with increasing independence</p> <p>Show an awareness of grammatical structures and use with increasing confidence eg use negative forms of verbs, masc, fem, sing, plural, connectives and agreements</p> <p>Ar, ir, er verbs</p> <p>Use writing frames to create longer, complex writing</p>

Music Vision			
	Respect	Courage	Resilience
Whole School Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
Music Intent	To appreciate a wide range of music and understand its place within the wider world Children enjoy learning music in a practical way Children are able to express their creativity	Children will perform pieces of music Children understand the different dimensions of music and can use these to appraise different pieces of music Children are able to record music using informal and formal notation	Working within groups and individually, children can compose pieces of music Children can adapt their composition through responding to feedback
Implementation	Children will have experienced through lessons and assemblies a wide range music and composers, either live or recorded. Children will be able to discuss the effect that the music has on them and how it makes them feel. Learning Journeys develop links with the local community and children about musicians impact on the wider community. Through composition, children will be able to explore instruments and create their own piece of music.	Children will be taught in a variety of ways to record their compositions, using informal and formal notation to the best of their ability. Learning Journeys will be based around the specific dimensions of music. Children will be given opportunity to rehearse and have the courage to perform pieces of music. Children will have opportunity to learn music through playing a wide variety of instruments.	Children will develop teamwork skills to compose pieces of music. Children will be given opportunity to feedback and appraise other groups music Children will be given opportunity to respond to feedback and improve their compositions based on class and teacher feedback.
Impact	Children are aware of many different music styles and how they make them feel. Children enjoy music and are aware of how they can be involved in music now and later in life.	Children will be able to discuss the dimensions of music and can use these to discuss pieces of music that have been studied. Children will be able to use formal and informal notation to record their compositions. Children will have the confidence to perform pieces of music.	Children are confident to explore with instruments and compose pieces of music. Children can improve their compositions based on the feedback that they have received.

Year 3 Music Progression

	Autumn	Spring	Summer
	<u>Through The Ages</u> <i>Mystic Moments</i> <i>Glockenspiels</i> <i>Timbre and Texture</i>	<u>The Romans</u> <i>The Romans</i> <i>Boom Whackers</i> <i>Tempo and Duration</i>	<u>Exciting Egyptians</u> <i>River's Journey</i> <i>Ukuleles</i> <i>Pitch and Structure</i>
Can you still?	Can you still say the music words for 'loud' and 'quiet'? Can you count in 4 metre? Can you recall the names of percussion instruments?	Can you still explain the terms, tempo and duration? Can you demonstrate different tempos? Can you identify instruments that can play longer or shorter notes?	Can you still identify what texture means in relation to music? Can you explain what timbre means? Can you demonstrate the use of timbre through your voice?
Dimensions	Texture Can I identify the use and purpose of different layers in music heard, created and performed? Timbre Can I identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments?	Tempo: Can I identify, use and understand getting faster and slower in finer gradations? Duration Can I identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre?	Pitch Can I identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns? (e.g. pentatonic) Structure Can I develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas? Can I explore the use of simple ostinato? (short repeated patterns)
Skills	Playing Can I develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality? (Variety of tuned/untuned percussion) Rehearsing and performing Can I recognise why and when to improve and start to develop basic individual and group rehearsal skills? Notating Can I identify and use a range of graphic notation including basic rhythm and pitch notation? Listening and responding Can I respond to, identify, compare and contrast sounds and music in different contexts and for different purposes? (Ambience music) Describing and discussing Can I describe, discuss and start to share opinions about what I hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary? (Brian Eno/Enya/Folk)	Singing Can I explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds? (Camp Fire chant songs/ A Ram Sam Sam/ Queen) Rehearsing Can I recognise why and when to improve and start to develop basic individual and group rehearsal skills? (small groups) Notating Can I identify and use a range of graphic notation including basic rhythm and pitch notation? Listening and responding Can I consider how music illustrates the composer's ideas? (Use Gustav Holst The Planets Suite, mood drawing) Describing and discussing Can I describe, discuss and start to share opinions about what I hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary? (Ambience music)	Playing Can I develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality? (use of non-percussive instruments to create melodies) Rehearsing and performing Can I recognise why and when to improve and start to develop basic individual and group rehearsal skills? Notating Can I use basic stave notation? (D natural minor scale) Listening and responding Can I respond to, identify, compare and contrast sounds and music in different contexts and for different purposes? ('The river is flowing' - a traditional North-American song) Describing and discussing Can I describe, discuss and start to share opinions about what I hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary? (Mukhtar Lyall-puri/James Bay Hold Back the River)

Year 4 Music Progression

	Autumn	Spring	Summer
	<u>Journey to Another World</u> <i>Texture and Timbre</i>	<u>Invaders and Settlers</u> <i>Anglo Saxons</i> <i>Dynamics and Tempo</i>	<u>Mayans</u> <i>Beatles</i> <i>Pitch, Duration and Structure</i>
Can you still?	Can you still explain what pitch means? Can you demonstrate different pitches using objects and voice? Can you explain a common musical structure?	Can you explain the terms solo and unison? Can you identify different voice types? Can you remember the names of non-percussion instruments?	Can you explain the term dynamics? Can you demonstrate the use of dynamics through voice? Can you explain how tempo can affect the mood of a piece?
Dimensions	Texture Can I identify and use different types of texture including solo, unison, ostinato parts and simple harmony? e.g. drone, melodic ostinato parts Timbre Can I identify voice types and a wider range of non-percussion instruments by family and name?	Dynamics Can I explore how to use dynamics for expressive effect? Tempo Can I explore how to use tempo for expressive effect?	Pitch Can I identify melodic shape and explore different scale patterns including pentatonic, major and minor? Duration Can I identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre? Structure Can I develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas – similar but not the same for example simple theme and variations? Can I develop further my use of ostinato?
Skills	Playing Can I develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality? (Use of percussive and non-percussive instruments) Rehearsing Can I recognise which improvements need to be made and use individual and group rehearsal skills? (small group work) Notating Can I understand and use detailed graphic notation? Listening and responding Can I respond to, identify, compare and contrast sounds and music in different contexts and for different purposes? (Kandinsky art stimulus) Describing and discussing Can I describe, discuss and share opinions about what I hear, the context / purpose and impact of the music?	Playing Can I develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality? (accompanying a narrative) Rehearsing Can I recognise which improvements need to be made and use individual and group rehearsal skills? (small group) Notating Can I understand and use detailed graphic notation? Describing and discussing Can I describe, discuss and share opinions about the composers' use of musical devices using a growing musical vocabulary (using Anglo-Saxon text as a stimulus, e.g., Beowulf) Listening and responding Can I consider the devices used by composers to represent ideas musically? ('In the hall of the mountain king', by Greig)	Playing Can I develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality? (percussion, with a focus on improvisation) Rehearsing and performing Can I recognise which improvements need to be made and use individual and group rehearsal skills? (small group work) Notating Can I use basic stave notation? (3 and 4 metre compositions) Listening and responding Can I respond to, identify, compare and contrast sounds and music in different contexts and for different purposes? ('Lucy in the sky with diamonds', by The Beatles, with a focus psychedelia of the sixties) Describing and discussing Can I describe, discuss and share opinions about what I hear, the context / purpose and impact of the music and using a growing musical vocabulary?

Year 5 Music Progression

	Autumn	Spring	Summer
	<u>Near, Far, Wherever we Are</u> <i>Ruffles and Flourishes</i> <i>Boom Whackers</i> <i>Pitch and Texture</i>	<u>It's all Greek to Me</u> <i>Fantastical Beasts</i> <i>GarageBand and Glockenspiels</i> <i>Tempo, Dynamics and Structure</i>	<u>Route to Justice</u> <i>Jazz</i> <i>Ukuleles</i> <i>Timbre and Duration</i>
Can you still?	Can you explain the meanings of the terms, pentatonic, major and minor in relation to music? Can you identify how rhythm patterns fit into two, three and four metre bars? Can you explain the use of ostinato?	Can you still describe the use of tempo in familiar music? Can you explain how dynamics in music can be used to convey the mood of a piece? Can you still recall common musical structures?	Can you still identify instruments and their musical families? Can I explain how timbre can be used with percussion instruments? Can I recognise different scale patterns such as major, minor and pentatonic?
Dimensions	Pitch Can I explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music? Texture Can I extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments?	Tempo Can I understand how a wide range of tempi can be used and manipulated for expressive effect? Dynamics Can I understand how a wide range of dynamics can be used and manipulated for expressive effect? Structure Can I explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures? e.g. Leitmotif	Timbre Can I identify instruments within families and different instrumental / vocal combinations? Can I refine use of voices and percussion instruments? Duration Can I identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6?
Skills	Playing Can I demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness? (percussion instruments) Rehearsing and performing Can I recognise which refinements need to be made and explore a range of different rehearsal strategies? (small groups with a focus on one planet) Notating Can I understand, select and use a range of notation for specific purposes including core stave notation? Listening and responding Can I respond to, identify, compare and contrast music with an awareness of the music's context and purpose? Can I understand and identify why and how the composer has used key features / devices? ('The Planets Suite' by Gustav Holst) Describing and discussing Can I discuss and share informed opinions about what I hear	Playing Can I demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness? (Glockenspiels) Rehearsing Can I recognise which refinements need to be made and explore a range of different rehearsal strategies? (as an individual base on their own mythical creature) Notating Can I understand, select and use a range of notation for specific purposes including detailed graphic notation? Listening and responding Can I respond to, identify, compare and contrast music with an awareness of the music's context and purpose? Can I understand and identify why and how the composer has used key features / devices? (A bao-a-cu by Mason Bates) Describing and discussing Can I consider the composer's musical use of key features / devices using a musical vocabulary? ('Sprite' by Mason Bates)	Singing Can I extend imaginative vocal use, chant and sing in layers including simple part songs with expressive interpretation and awareness of style? (Using computerised musical software) Rehearsing and performing Can I recognise which refinements need to be made and explore a range of different rehearsal strategies? (In pairs) Notating Can I understand, select and use a range of notation for specific purposes including detailed core stave notation? (Through Garage Band) Listening and responding Can I respond to, identify, compare and contrast music with an awareness of the music's context and purpose? (A variety of Jazz music by different artists, e.g., Louis Armstrong and Soul) Describing and discussing Can I discuss and share informed opinions about what I hear commenting on the context / purpose and impact of the music?

	commenting on the context / purpose and impact of the music?		
	Can I consider the composer's musical use of key features / devices using a musical vocabulary?		

Year 6 Music Progression

	Autumn	Spring	Summer
	<u>Road to Discovery</u> <i>Explorers</i> <i>Glockenspiels</i> <i>Duration and Dynamics</i>	<u>Shaky Ground</u> <i>Amazing Machines</i> <i>Boom Whackers and GarageBand</i> <i>Tempo, Texture and Timbre</i>	<u>It's a Wonderful World</u> <i>Summer Production/Artist Project</i> <i>Ukuleles</i> <i>Pitch and Structure</i>
Can you still?	Can you still explain the terms consonant and dissonant? Can you still explain what a harmony is? Can you count in rhythm patterns of 8 and 6?	Can you still explain how tempo can be used for expressing effect? Can you still explain the use of different harmonic devices? Can you still describe texture within different musical contexts?	Can you describe the difference between raga and chromatic scales? Can you count in rhythm patterns of 5 and 7? Can you explain use of structure within a piece of music?
Dimensions	Duration Can I identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7? Dynamics Can I understand how a wide range of dynamics can be precisely used and manipulated for expressive effect?	Tempo Can I understand how a wide range of tempi can be precisely used and manipulated for expressive effect? Texture Can I use a range of harmonic devices with greater awareness and understanding in different musical contexts? Timbre Can I identify instruments within families and different instrumental / vocal combinations? Can I refine use of voices and percussion instruments?	Structure Can I use a broader range of developmental structures and expressive structures? Pitch Can I explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music?
Skills	Playing Can I demonstrate precise and confident instrumental skills and use them to perform with musical awareness? (Use of tuned percussion, e.g., glockenspiels) Rehearsing and performing Can I recognise which refinements need to be made and know how to make them? (Small groups) Notating Can I understand, select and use a range of notation for specific purposes including precise graphic notation? Listening and responding Can I respond to, identify, compare and contrast music with an awareness of the music's context and purpose? Can I understand and identify the composer's intent and how this was achieved? (Philip Glass - 'The Voyage') Describing and discussing Can I consider the composer's musical intent and how it was achieved using a fluent musical vocabulary?	Playing " Can I demonstrate precise and confident instrumental skills and use them to perform with musical awareness? (creating own instruments and body percussion) Rehearsing and performing " Can I recognise which refinements need to be made and know how to make them? (small groups) Notating " Can I understand, select and use a range of notation for specific purposes including precise stave notation? Listening and responding " Can I respond to, identify, compare and contrast music with an awareness of the music's context and purpose? ('Pipe dream' by Annie Music) Can I understand and identify the composer's intent and how this was achieved? ('Only time will tell' by Mike Oldfield) Describing and discussing Can I discuss and share informed opinions about what I hear commenting on the context / purpose and impact of the music?	Singing Can I further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style? (Songs related to Year 6 production) Rehearsing and performing Can I recognise which refinements need to be made and know how to make them? (As an individual, part of an ensemble – in front of a 'live' audience) Listening and responding Can I respond to, identify, compare and contrast music with an awareness of the music's context and purpose? (Music associated with the production) Describing and discussing Can I discuss and share informed opinions about what I hear commenting on the context / purpose and impact of the music?

PE Vision			
	Respect	Courage	Resilience
Whole School Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
PE Intent	Understand the impact of PE and sport on the world around us Children understanding the role of PE and sport in the wider community	Build an understanding of how to keep active and healthy Children can work together and build trust and respect as part of a team Children can encourage and give feedback to each other about performance	Develop a life long interest and love for physical activities in different forms Children can learn to accept defeat and victory and be magnanimous in both Children can evaluate performance and strive to make improvements
Implementation	<ul style="list-style-type: none"> Children will develop teamwork skills to be successful and happy when playing sport. Learning Journeys will make reference to important Sports men and women as a source of inspiration within that area of learning. Sport providers in the local community will be used to inspire and engage children further. As part of their Learning Journey, children will watch examples of top-level athletes in different sports. 	<ul style="list-style-type: none"> Lessons will be based around key skills which children will then apply within a game situation. Children will be taught how to record and improve their own performance in sport. High expectations for all will be evident in PE Learning Journeys. Children will be given opportunities to apply new skills in small games or challenges each lesson. Themed days/weeks will give children new experiences and will promote healthy lifestyles. 	<ul style="list-style-type: none"> Learning will always build on prior skills. Learning Journeys will provide regular opportunities for children to compete in matches or tournaments. Children will be given opportunities to evaluate each other's activities and taught how to give feedback. Children will be shown role-models and examples of how sport has improved people's lives.
Impact	<ul style="list-style-type: none"> Children are aware of how Sport and fitness are key to health and mental well-being. Children enjoy Sport and are aware of opportunities relating to continue playing sport out of school and in later life. 	<ul style="list-style-type: none"> Children will have the ability and skills to operate as part of a successful team. Children will be able to develop their own performance as a result of feedback from peers or their own evaluation. 	<ul style="list-style-type: none"> Children can apply their prior knowledge to new learning. Children will develop an interest in some sports and want to pursue this in extra-curricular activities.

Year 3 PE Progression

	Autumn		Spring		Summer	
	<u>Through The Ages</u>		<u>The Romans</u>		<u>Exciting Egyptians</u>	
	<i>Netball (Core) Multi—Skills (Core) (fundamentals and ball skills)</i>	<i>Hockey (Core) Gymnastics (Core)</i>	<i>Golf (inspirational) Dance (Core)</i>	<i>Basketball (Core) Tennis (Core)</i>	<i>Cricket (Core) Athletics (Core)</i>	<i>TAG Rugby (Core) Rounders (Core)</i>
Can you still?	<ul style="list-style-type: none"> Explain why we might need to run at different speeds in sports? Remember what a 'phrase' is in dance? 	<ul style="list-style-type: none"> Demonstrate how to jump and land safely? Explain how to be a 'good winner' and a 'good loser'? 	<ul style="list-style-type: none"> Explain how to work as part of a team? Demonstrate how to safely find a space to work in? 	<ul style="list-style-type: none"> Demonstrate how to use counts of 8 to keep in time? Show how to effectively throw a ball? 	<ul style="list-style-type: none"> Explain how to score points in different games? Demonstrate how to roll a ball? Can I state differences in throwing balls of different size? (netball/rugby) 	<ul style="list-style-type: none"> Demonstrate how to hit a target? Show how to skip whilst moving? Can I identify the similarities and differences between sports that use a ball?
	<p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and am beginning to use them honestly.</p> <p>I can communicate with my team and move into space to support them.</p> <p>I can defend an opponent and try to win the ball. I can pass, receive and shoot the ball with some control.</p> <p>I can provide feedback using key words. I understand my role as an attacker and as a defender.</p> <p>I work cooperatively with my group to self-manage games.</p>	<p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and am beginning to use them honestly.</p> <p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p>I can hold all equipment correctly.</p> <p>I can provide feedback using key words.</p> <p>I can strike the ball with some accuracy.</p> <p>I can work on my own, with a partner and as a team.</p> <p>I mostly have the correct stance for putting.</p> <p>I show balance when striking the ball. I understand the aim of the game</p>	<p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and am beginning to use them honestly.</p> <p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p>I am able to bowl a ball towards a target.</p> <p>I am beginning to strike a bowled ball after a bounce.</p> <p>I am developing an understanding of tactics and I am beginning to use them in game situations.</p> <p>I am learning the rules of the game and I am beginning to use them honestly.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key words.</p> <p>I can use overarm and underarm throwing, and catching skills.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p>I am learning the rules of the game and I am beginning to use them to play honestly.</p> <p>I can communicate with my team and move into space to help them.</p> <p>I can defend an opponent and attempt to tag them.</p> <p>I can move with a ball towards goal with increasing control.</p> <p>I can pass and receive the ball with some control.</p> <p>I can provide feedback using key words.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work cooperatively with my group to self-manage games.</p>
	I can catch different sized objects with increasing consistency with two hands.	I can adapt sequences to suit different types of apparatus.	I am respectful of others when watching them perform.	I am learning the rules of the game and I am beginning to use them to play fairly.	I am developing jumping for distance.	I am able to bowl a ball towards a target.

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	<p>I can dribble a ball with control. I can persevere when learning a new skill. I can provide feedback using key words.</p> <p>I can show a variety of throwing techniques.</p> <p>I can throw with accuracy and increasing consistency to a target.</p> <p>I can track the path of a ball that is not sent directly to me.</p> <p>I am able to jump and turn a skipping rope. I can change direction quickly.</p> <p>I can identify when I was successful.</p> <p>I can link hopping and jumping actions.</p> <p>I demonstrate balance when performing other fundamental skills.</p> <p>I understand how the body moves differently at different speeds.</p> <p>I understand why it is important to warm up.</p>	<p>I can choose actions that flow well into one another.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can use matching and contrasting actions in a partner sequence.</p> <p>I can provide feedback using key words.</p> <p>I use a greater number of my own ideas for movements in response to a task.</p> <p>With help, I can recognise how performances could be improved.</p>	<p>I can provide feedback using key words.</p> <p>I can repeat, remember and perform a dance phrase.</p> <p>I can use counts to keep in time with a partner and group.</p> <p>I can use dynamic and expressive qualities in relation to an idea.</p> <p>I can work with a partner and in a small group, sharing ideas.</p> <p>I create short dance phrases that communicate the idea.</p>	<p>I can provide feedback using key words.</p> <p>I can return a ball to a partner.</p> <p>I can use basic racket skills.</p> <p>I understand the aim of the game.</p> <p>I understand the benefits of exercise.</p> <p>I work cooperatively with my group to self-manage games.</p>	<p>I can identify when I was successful.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>I can use different take off and landings when jumping.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I can work with a partner and in a small group, sharing ideas.</p> <p>I show determination to achieve my personal best.</p>	<p>I am beginning to strike a bowled ball.</p> <p>I am developing an understanding of tactics and I am beginning to use them in game situations.</p> <p>I am learning the rules of the game and I am beginning to use them.</p> <p>I can provide feedback using key words.</p> <p>I can use overarm and underarm throwing and catching skills.</p> <p>I work co-operatively with my group to self-manage games.</p>
OAA	<p>Can I orientate myself with increasing confidence and accuracy around a short trail around the school grounds? (link to project/Outdoor learning)</p> <p>Can I identify and use effective communication to begin to work as a team?</p> <p>Can I identify symbols used?</p>					

Year 4 PE Progression

	Autumn		Spring		Summer	
	<u>Journey to Another World</u>		<u>Invaders and Settlers</u>		<u>Mayans</u>	
	<i>Netball (Core)</i> <i>Multi-skills (Core)</i>	<i>Swimming (inspirational / Core)</i> <i>Hockey (Core)</i>	<i>Tennis (Core)</i> <i>Dance (Core)</i>	<i>Tag Rugby (Core)</i> <i>Gymnastics (Core)</i>	<i>Athletics (Core)</i> <i>Cricket (Core)</i>	<i>Football (inspirational)</i> <i>Rounders (Core)</i>
Can you still?	Show three different ways to balance? Demonstrate how to hold a hockey stick? Explain what sequence means in dance?	Show how to make a backwards pass? Explain how to effectively throw a ball? Demonstrate how to serve a tennis ball?	Explain how to safely balance on apparatus? How many different team games can you name? Explain how to choose appropriate running techniques?	Show how to move holding a ball with 2 hands? Explain how to effectively catch a ball? Demonstrate the difference between chest pass and shoulder pass?	Show three different ways to travel? Explain how to communicate effectively with a team during a game? Travel whilst bouncing a ball?	Explain how to position a rugby ball to score a try? Demonstrate the difference between forehand and backhand? Show me the ready position in tennis?
	I can use simple tactics to help my team score or gain possession. I understand the rules of the game and I can use them often and honestly. I can defend one on one and know when to win the ball. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can move to space to help my team to keep possession and score goals. I can pass, receive and shoot the ball with increasing control. I can provide feedback using key terminology and understand what I need to do to improve. I share ideas and work with others to manage our game.	I can begin to use arms and legs together to move effectively across the water. I can demonstrate what to do if I fall into water. I can float on my front and back. I can swim over a distance of 10m unaided.	I understand the rules of the game and I can use them often and honestly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills. I share ideas and work with others to manage our game.	I understand the rules of the game and I can use them often and honestly. I can delay an opponent and help prevent the other team from scoring. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can help my team keep possession and score tries when I play in attack. I can pass and receive the ball with increasing control. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game.	I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance with balance and control. I can throw with some accuracy and power to a target area. I show determination to improve my personal best. I support and encourage others to work to their best.	I understand the rules of the game and I can use them often and honestly. I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game.

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	<p>I can accurately use a range of throwing techniques to throw to a target.</p> <p>I can catch different sized objects with increasing consistency with one and two hands.</p> <p>I can consistently track the path of a ball that is not sent directly to me.</p> <p>I can dribble a ball with increasing control and co-ordination.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can change direction quickly under pressure.</p> <p>I can explain what happens when I exercise.</p> <p>I can link hopping and jumping actions with other fundamental skills.</p> <p>I can work with others to complete skipping challenges.</p> <p>I demonstrate good balance and control when performing other fundamental skills.</p> <p>I understand and can demonstrate how and when to speed up and slow down when running.</p>	<p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly</p>	<p>I can choose actions and dynamics to convey a character or idea.</p> <p>I can copy and remember set choreography.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>I can use changes in timing and spacing to develop a dance.</p> <p>I can use counts to keep in time with others and the music.</p> <p>I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>I show respect for others when working as a group and watching others perform.</p>	<p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can safely perform balances individually and with a partner.</p> <p>I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements.</p>	<p>I am able to bowl a ball with some accuracy and consistency.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can strike a bowled ball after a bounce.</p> <p>I can use overarm and underarm throwing, and catching skills with increasing accuracy.</p> <p>I share ideas and work with others to manage our game.</p>	<p>I am able to bowl a ball with some accuracy, and consistency.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can strike a bowled ball with adapted equipment (e.g. a tennis racket).</p> <p>I can use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>I share ideas and work with others to manage our game.</p>
OAA	<p>Can I orientate myself accurately around a short trail on a local visit?</p> <p>Can I create a short trail for others with a physical challenge on the school grounds?</p> <p>Can I communicate clearly with others/work as part of a team?</p>					

Year 5 PE Progression

	Autumn		Spring		Summer	
	<u>Near, Far, Wherever we Are</u>		<u>It's all Greek to Me</u>		<u>Route to Justice</u>	
	<i>Hockey (Core) Multi-skills (Core)</i>	<i>Dance (Core) Netball (Core)</i>	<i>Gymnastics (Core) Tennis (Core)</i>	<i>Tag Rugby(Core) Basketball (Inspirational)</i>	<i>Athletics (Core) Cricket (Core)</i>	<i>Rounders (Core) Swimming (Core/ Inspirational)</i>
Can you still?	Mirror balances on apparatus? (gym) How to collect a moving ball?(Long Barrier - Cricket) Ways of making it difficult for an attacker? Explain what I do If I fall into water?	Matching/mirroring sequences? (Gym) Benefits of exercise? Name foods that are proteins, carbohydrates, fibre, fats.?	Explain how to make an interception? How can you generate more power when throwing? Explain how to keep pressure on a defence?	What are the benefits of exercise? What is the ready position in Tennis? How do you identify space?	What exercise could I do outside of school? Explain how to perform a push pass? Explain different passes that could be used?	Explain the difference between forehand and backhand? Explain why pace is important in running?
	I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking, tackling and intercepting when playing in defence. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them	I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in	I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance.	I can communicate with my team and move into space to keep possession and score. I can identify when I was successful and what I need to do to improve. I can pass and receive the ball with some control under pressure. I can tag opponents and close down space. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different	I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance.	I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.

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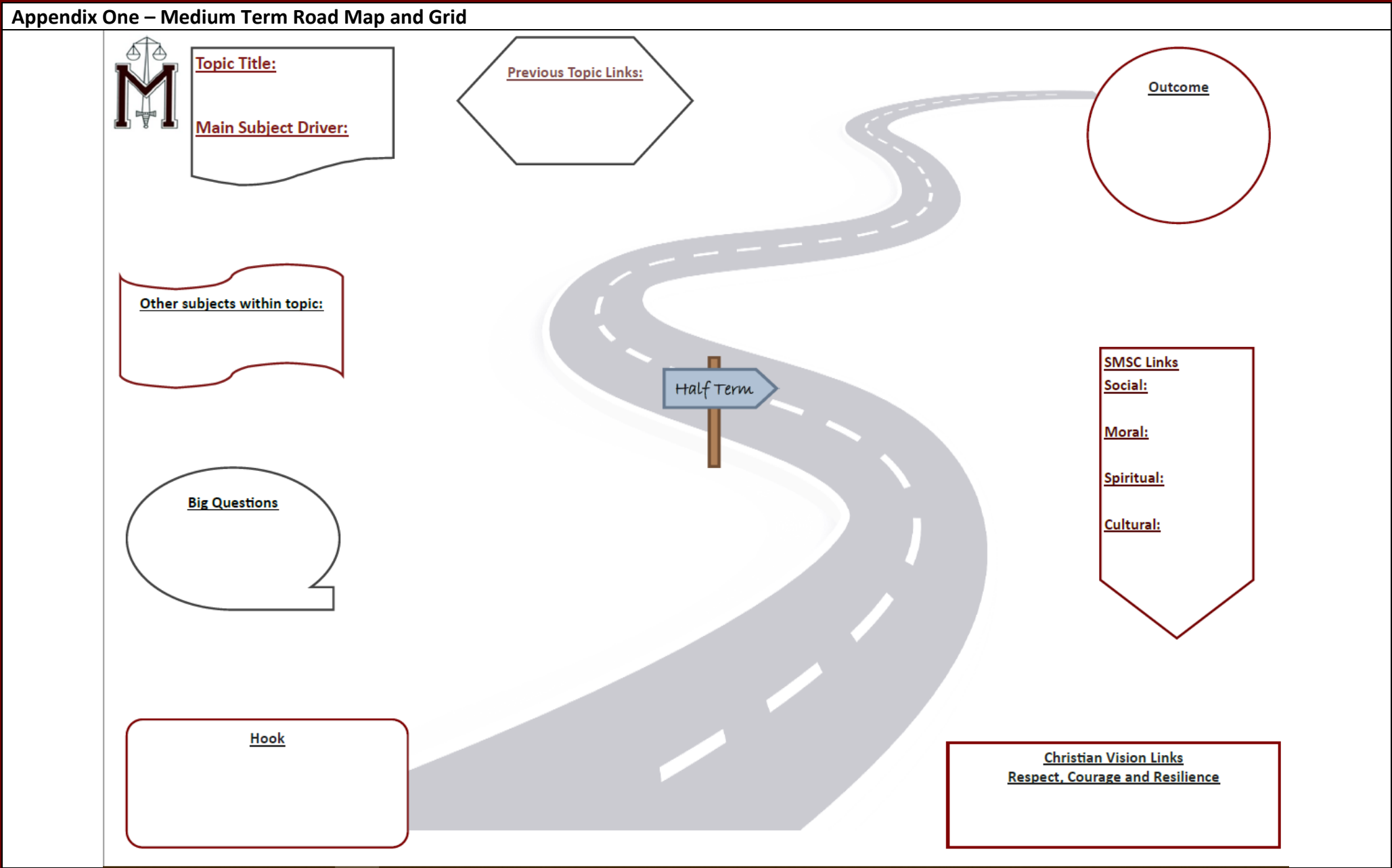
	<p>most of the time to play fairly and honestly.</p> <p>I understand there are different skills for different situations and I am beginning to apply this</p>	<p>time with others and the music.</p> <p>I can use feedback provided to improve my work.</p>	<p>I can work safely when learning a new skill to keep myself and others safe.</p>	<p>situations and I am beginning to apply this.</p>		
	<p>I can analyse my performance in relation to the fitness component being used.</p> <p>I can work with others to manage activities.</p> <p>I demonstrate good balance and control when performing other fundamental skills.</p> <p>I show accuracy and power when throwing for distance.</p> <p>I understand the different components of fitness and how they help me in other activities.</p> <p>I understand what my maximum effort looks and feels like and I am determined to achieve it.</p>	<p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can pass, receive and shoot the ball with some control under pressure.</p> <p>I can stay with an opponent and I confident to attempt to intercept.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work. I can work cooperatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use tracking and intercepting when playing in defence.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can strike a bowled ball with increasing consistency.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use this.</p>	<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>I can perform safe self-rescue in different water-based situations</p>
OAA	<p>Can I complete orienteering activities both as part of a team and independently?</p> <p>Can I create a simple plan of an activity for others to follow?</p> <p>Can I successfully use a map to complete an orienteering course?</p> <p>Can I begin to use a compass for navigation?</p>					

Year 6 PE Progression

	Autumn		Spring		Summer	
	<u>Road to Discovery</u>		<u>Shaky Ground</u>		<u>It's a Wonderful World</u>	
	<i>Hockey (Core)</i> <i>Multi-skills (Core)</i>	<i>Netball (Core)</i> <i>Gymnastics (Core)</i>	<i>Dance (Core)</i> <i>Tennis (Core)</i>	<i>Handball (inspirational)</i> <i>Cricket (Core)</i>	<i>Athletics (Core)</i> <i>Tag Rugby (Core)</i>	<i>Quidditch (Inspirational)</i> <i>Rounders (Core)</i>
Can you still?	Can travel with a ball showing changes of speed and directions using either foot or hand? Know consequences of breaking game rules?	Benefits of exercise? Name foods that are proteins, carbohydrates, fibre, fats.?	Explain and demonstrate throwing techniques for power and accuracy? Explain how to catch a ball and how this can be applied to different balls?	Explain which technique is most effective when jumping for distance? Demonstrate how to stop a ball when fielding?	Explain how to avoid an opponent in sport? Explain how to use space to gain an advantage in sport?	Explain why you are as important without the ball as with the ball in team sports? Explain backhand and forehand shots?
	I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control. under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.	I can create and use space to help my team. I can pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.	I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.	I am confident to lead others and can contribute appropriate ideas to group work. I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals. I can create and use space to help my team to maintain possession and create scoring opportunities. I can perform a range of skills with control and can select the appropriate action for the situation under pressure. I can work in collaboration with others to self-manage games so that they run smoothly. I recognise my own and others' strengths and areas for development and can suggest ways to improve.	I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas for development and can suggest ways to improve. I can perform jumps for distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance. I understand that there are different areas of fitness and how this helps me in different activities. I use different strategies to persevere to achieve my personal best.	

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				I use the rules of the game honestly and consistently when playing and refereeing.		
	<p>I can change my running technique to adapt to different distances.</p> <p>I can collect, record and analyse scores to identify areas where I have made the most improvement.</p> <p>I can work with others to organise, manage and record information at a station.</p> <p>I encourage and motivate others to work to their best.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I understand the different components of fitness and ways to test and develop them.</p> <p>I work to my maximum consistently when presented with challenges.</p>	<p>I can combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>I can create and perform sequences using compositional devices to improve the quality.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can work collaboratively with others to create a sequence.</p> <p>I understand how to work safely when learning a new skill.</p> <p>I understand what counter balance and counter tension is and can show examples with a partner.</p>	<p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p>	<p>can select the appropriate action for the situation.</p> <p>I can strike a bowled ball with increasing consistency and accuracy.</p> <p>I can use a wider range of fielding skills with increasing control under pressure. I can use the rules of the game consistently to play fairly.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p>	<p>I can create and use space to help my team.</p> <p>I can pass and receive the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can tag opponents individually and when working within a unit.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>I can strike a bowled ball with increasing consistency.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work collaboratively with others to get batters out.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p>
OAA	<p>Can I use clear communication to effectively complete a particular role in a team?</p> <p>Can I compete in orienteering activities both as part of a team and independently?</p> <p>Can I use a range of map styles and make an informed decision on the most effective?</p> <p>Can I complete a range of new adventurous activities of school site?</p>					



Appendix Two – Long Term Grid

Hook

	Subject 1	Subject 2	Subject 3	Subject 4	<u>Etc</u>
Week One	Objectives/skills covered this week				
Week Two					
Week Three					
Week Four					

