



GROWING TOGETHER.
BRANCHING OUT.

Our Orchard

Curriculum

2021-22

**A guide to the full curriculum offered at
Orchard Junior School**



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CURRICULUM POLICY

1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Promote keeping safe in a variety of contexts
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Curriculum Leader

Under the overarching lead of the Curriculum Leaders, the curriculum is led by individual year leaders and subject leaders. The Curriculum Leader is responsible for:

- Setting and developing the whole school approach to the Curriculum
- Ensuring breadth and balance across the Curriculum of each individual subject throughout the School
- Monitoring that the development of skills across the school is covered
- Monitoring to ensure learning tasks are designed to meet the learning needs of all
- Ensuring accuracy of assessments and the implementation of this information

3.4 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Individual Subject Leaders are responsible for:

- providing a strategic lead and direction for the subject;
- supporting and offer advice to colleagues on issues related to the subject;
- monitoring pupil progress in that subject area;
- providing efficient resource management for the subject.

All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement, using the annual assessment provided for each child in each subject. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books. The subject leader records how they spend their release time so that it can be monitored and a record is easily accessible to anyone of how their release time is being spent. These will then feed into yearly action plans.

Subject leaders for English, Maths and Science have more release time. They keep monitoring documents which records attainment and progress of specific groups in these areas, noting the strengths and development points of each subject. It is developed throughout the year but it is intended to be an easily accessible way of giving a snapshot of the core subjects and the direction in which they are heading.

4. Organisation and planning

“Our Orchard Curriculum” encompasses the entire school curriculum, and indicates which skills are to be taught in which year group. Each child has the opportunity to experience the full range of National Curriculum subjects.

We are conscious that each subject is individual and has its own knowledge and skills to be learnt. This document is freely available on the school website. Staff in year groups, and subject leaders, have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways. Medium term or topic plans are written to ensure coverage of the foundation subjects. They include learning intentions and activities with differentiation identified. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session and to identify what resources and activities staff will use in the lesson.

Our Curriculum also pays attention to:

- Relationships and health education
- Relationships and sex education (if applicable)
- Spiritual, moral, social and cultural development
- British values

5. Inclusion

Class teachers remain responsible for the quality of delivery of the curriculum based on school policies and procedures.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Assessment

Summative assessment in Reading, Writing and Mathematics is carried out termly. This is analysed and appropriate adaptations to teaching and learning are made.

Assessment in Foundation Subjects is recorded annually. This assessment is consciously carried out only once a year to enable the teaching staff to make a rounded assessment based on the entire year’s learning.

The teachers assess against our “Our Orchard Curriculum” objectives, and only those objectives, when assessing how a child performs. We do not believe a child’s reading, writing or mathematical knowledge should impact how we feel the children use, for example, historical artefacts, discuss religious viewpoints or utilize maps.

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Planning is monitored by the leaders to ensure that planning is current and used as a working document.
- Book looks are also carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking policy.
- The leadership team and, where appropriate, subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children.
- Subject leaders also monitor the way in which resources are stored and managed.
- SLT and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

This policy will be reviewed every three years by Curriculum Leader and the Curriculum Committee of the Governing Board. At every review, the policy will be shared with the full governing board.

8. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives

CURRICULUM INTENT

1. INTENT

Our Curriculum for Excellence

At Orchard Junior School, the curriculum is the totality of all that is planned for our pupils – from the moment they walk in until the moment they leave. It is what we intend pupils will learn and experience while they are educated in our school.

Vision

Our curriculum enables every child to follow our motto of “Growing Together. Branching Out.”. It is thoughtfully planned to enable our learners to gain the knowledge, skills and understanding, together with essential attributes, to take part positively and actively in society and to live happy, fulfilled and meaningful lives. It is underpinned by our Key Orchard Skills, using the ORCHARD acronym:

O	<u>Organisation</u> I think about my work carefully and present it clearly.
R	<u>Resilience</u> I keep going even when things get difficult and challenging.
C	<u>Communication</u> I explain my ideas clearly and listen carefully to others to ensure everyone has a valued contribution.
H	<u>Humanity</u> I understand how I feel and how others may be feeling.
A	<u>Acceptance</u> I accept people from other communities, cultures and countries may live differently to me, as part of British Values.
R	<u>Research</u> I pose questions and think of ways to solve the questions I have asked.
D	<u>Decision Making</u> I use my knowledge and understanding to decide what would be the best way forward.

Purpose

To nurture, encourage and develop individuals who live life to the full and make a positive contribution to society.

Learners who:

- Are well-rounded, independent, responsible and considerate.
- Have a thirst for learning that lasts a lifetime.
- Manage their own lives and make a meaningful contribution to society.
- Develop skills for learning, skills for life and skills for work.

Curriculum Principles

Our curriculum is underpinned by these core principles:

- Embracing innovation and celebrating tradition
- Enjoyment and challenge
- Breadth and richness
- Deep, rich and meaningful first-hand experiences
- Enquiry-led opportunities
- Relevant and purposeful
- Coherence
- Progression and success
- Personalisation and choice

2. IMPLEMENTATION

Curriculum Organisation:

The National Curriculum Requirements and the Hampshire RE Agreed Syllabus, are an essential part of our curriculum and underpin our framework. All programmes of study are fully covered. Our curriculum is organised around subjects and, where feasible, relevant and efficient, subjects are integrated to make meaningful connections, whilst maintaining the integrity of each subject discipline.

Some subjects or aspects of subjects, such as Music and Art, require frequent re-visiting and continuous practice and are appropriately taught discretely on a daily or weekly basis.

The learning in knowledge-led subjects, such as History, Geography and Science, is organised into units of work called “topics” and each one develops the knowledge, skills and understanding of the area under study in individual subjects. These are of varying length, depending on the content to be taught and learned. The projects are usually taught in blocks, so that pupils can fully immerse themselves in the project and see the results of their learning as the work progresses.

Themed-days are based around our curriculum priorities, and involve the school with an opportunity to work across year groups and classes capitalising on different teachers’ expertise.

From time to time, a day event - whole school, class or year group- will be organised to celebrate an occasion, promote an idea or consolidate learning.

Learning goes beyond the classroom, taking advantage of the locality and school grounds, and is enhanced by visitors with specific expertise and wide experiences. These include day trips, extra-curricular clubs and residential visits.

Curriculum Threads:

Throughout the curriculum there are threads woven into the framework which add richness, rigour and depth. The threads evident throughout our curriculum are:

- Experiential learning that is first-hand and practical is central to planned units of work and projects, encouraging independence and collaboration.
- Enquiry that leads investigations into new areas of learning, connecting information and sifting evidence to arrive at authentic conclusions.
- Time is planned for pupils to become absorbed in an area of study allowing for enquiry, investigation, discovery and 'digging deep' into unknown information.
- Dialogue and discussion are used to extend ideas, broaden horizons and build connections.
- Resources extend learning and provide the means for practising skills in relevant contexts and extending knowledge and understanding.
- Extra-curricular clubs cater for a broad range of interests and are offered at different times of the day and are run by teaching staff and outside providers.
- Whole school events bring out individual talents, provide unity and secure high levels of commitment.

3. IMPACT

The impact of the curriculum is measured in standards achieved, progress made and personal qualities acquired. The impact of our curriculum is seen in:

- High standards: consistently performing at above national and Hampshire averages.
- Progress which build incrementally year-on-year at a pace and momentum appropriate to the learner.
- Quality experiences which are memorable, worthwhile and challenging.
- Teaching which is rigorous, personalised, innovative and learning-centred.
- Learners that are resilient, questioning, resourceful, self-sufficient.
- Self-aware learners, with well-formed characters, who have a thirst for learning and see it as a route to maximising their life's chances.
- Individuals who value and respect one another and demonstrate the ORCHARD values in action.

Means of Measuring Impact:

The curriculum is reviewed regularly, developed, monitored and evaluated by the Headteacher, School Leadership Team, external advisers and governors, leading to improvements and innovation.

Subject leaders take responsibility for ensuring coverage, progression and standards through long and medium-term planning, promoting the subject and developing the teaching methodology and securing high quality resources. They regularly monitor and evaluate learning, teaching and the curriculum.

Planning is detailed, regular and collaborative and prepares teachers so they provide a coherent, personalised learning experience.

Assessment is both formative and summative and progress and attainment are tracked regularly.



ORCHARD KEY VALUES AND SKILLS

GROWING TOGETHER. BRANCHING OUT.

Our vision is for Orchard Junior School to be a safe, caring school where we all take pride in ourselves, our learning, our achievements, our community and our environment; carrying this forward into our future.

	O	R	C	H	A	R	D
	Organisation	Resilience	Communication	Humanity	Acceptance	Research	Decision Making
	I think about my work carefully and present it clearly.	I keep going even when things get difficult and challenging.	I explain my ideas clearly and listen carefully to others to ensure everyone has a valued contribution.	I understand how I feel and how others may be feeling.	I accept people from other communities, cultures and countries may live differently to me as part of British Values	I pose questions and find ways to solve the questions I have been asked.	I use my knowledge and understanding to decide what would be the best way forward.
Stage 2	I can select the correct equipment needed for the work I need to do.	I can accept that mistakes are ok, and try to learn from them.	I can share my views with others. I will give others a turn to speak.	I can recognise my own feelings, or how others are feeling.	I can explain the community in which I live and I am aware that other people have different views and beliefs.	I ask or answer basic questions that require a simple retrieval answer.	I can make a choice that I feel is right.
Stage 3	I select the right equipment when I am expected to and work hard to follow my teacher's instructions.	I will try again if I do not get it right first time.	I have views that I am happy to share and listen respectfully to the views of others.	I can explain how I feel and get help if I need it, and can look after someone else who might be upset.	I know people have different views and beliefs, even who may live close to me, and accept they have the right to these.	I can ask or answer questions and begin to give a reason for my thinking. I can choose a sensible way to research the answer for myself.	I can make my own choices and give a sensible reason.
Stage 4	I can follow detailed instructions or decide the order I need to do things to meet both objective and my teacher's expectations.	I can try other ways before asking for support, and can support others who may be finding something difficult to help them build resilience.	I share my views and listen in equal amounts to everyone who is contributing.	I can recognise how others are feeling and be aware that there are different ways to help.	I understand there are many different views and beliefs in the world. I accept the reasons how they choose to live their lives.	I can ask more thought provoking questions and give a reason for my thinking. I can choose, from a range of options, how to best research.	I can listen to other people's views and then make my own decisions.
Stage 5	I can present my learning in a way that makes sense to the reader.	I can go back to a problem, select relevant information and return with fresh views and new knowledge.	I can think carefully before giving my views and respectfully consider other's ideas before responding.	I can recognise and respond appropriately to how others are feeling.	I accept all our British Values and show them in my everyday life by respecting different people's views and beliefs.	I can ask thought provoking questions and give more developed reasons. I can use more than one research option.	I can discuss with others what the best decision might be, taking into account other views.
Stage 6	I can demonstrate my own understanding and ensure it is fit for purpose/audience.	I can actively seek a variety of ways that will help me solve the problem and stick to the task for a considerable amount of time.	I can allow everyone, including myself, to take an engaging and respectful part in any conversation or teamwork activity.	I can recognise and respond appropriately to how others are feeling and proactively seek ways of helping them feel better.	I can relate to all other people, regardless of their views and beliefs, in line with British Values.	I can ask or answer emotive questions and give detailed, rational reasons for my thinking. I can use many different options to research.	I can make the best choice for others (me, pairs, group) using a range of different information.
The T.O.P. True Orchard Pupil	I independently consider all aspects of the task, before deciding the best way to complete it.	I am able to keep trying with different ideas. Even when I feel like stopping, I will not give up.	I adapt how & what I say on how someone else is communicating to me to ensure we are reciprocating an understanding.	Without hesitation, I recognise and respond appropriately to how people are feeling and instinctively look to support them.	I immerse myself with people from different cultural backgrounds and see the commonalities we all share and value our differences.	I ask and answer emotive questions with pertinent reasons, and understand there can be many other equally valid points of view.	I take account of multiple factors when making a decision for either myself or others that is clearly reasoned through.

Year 3 Overview: 2021-2022

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Growing Together Branching Out	Stone to Iron age Yabba Dabba doo	Strictly Bake off	Romans	Brazil	Brazil
Leading Question	What will you see outside your window?	Stone to Iron age, which age are you?	What is your secret ingredient?	Heroes or Villains?	Backpack Through Brazil	
Literacy	Into The Forest The Tin Forest Recapping year 2 objectives To entertain descriptions, characters and settings <u>Repeated in Spr 2</u> To inform Instructions/explanation <u>Repeated Spring 1</u> Poetry on a theme	Stone Age Boy To Inform NCR <u>To be repeated Spr2</u> To entertain Diary or NEW	Roald Dahl Charlie and the Chocolate Factory To inform Instructions/explanation <u>Mirrored from Aut 1</u> To persuade Letter <u>Repeated Sum 2</u> Poetry with a structure e.g shape, calligrams, rhyming couplets	Escape from Pompeii To entertain descriptions, characters and settings <u>Mirrored from Aut 1</u> To Inform NCR <u>Mirrored from Aut2</u>	The Kapok Tree To Discuss Points of view or For and Against To entertain Novel as a theme Classic Poetry for performance	To inform Documentary— explanation or NEW To persuade Letter <u>Mirrored from Spr1</u>
Class Reader	The Owl Tree	The Stone Age Hunter Gatherers (NF)	Charlie and the Chocolate Factory	Jeremy Strong Romans on the Rampage	Journey to the River Sea	
Guided Reading	Reading skills through short comprehensions	UG	George's Marvellous Medicine	Terry Deary Fatal Fire Meet the Ancient Romans (NF) James Davies	Discover the Rainforest	Manny Manatee
Maths	PV Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division Money Statistics	Measurement: length and perimeter Shape	Fractions Time	Fractions Mass and capacity

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Growing Together Branching Out	Stone to Iron age Yabba Dabba doo	Strictly Bake off	Romans	Brazil	Brazil
Leading Question	What will you see outside your window?	Stone to Iron age, which age are you?	What is your secret ingredient?	Heroes or Villains?	Backpack Through Brazil	
History		Stone Age Bronze Age Iron Age		Finding out about the Roman Empire and its influence on Britain.	-	
Geography	Map skills	-	-	-	Explore our local geographical area: New Forest v Brazil Rainforest. Human and physical geography of a region of the United Kingdom and South America.	
Science	Light and shadows	Rocks Fossils / soil	Understand the importance of healthy eating Think like a scientist Teeth and Digestion	--	Understand the parts of a plant and its cycle.	-
Art	Drawing and sketching skills	Cave art	Food Art	Roman Mosaics	Jeanie Baker - colour mixing/ water colour skills	
DT			Cooking: Mixing and baking techniques. Food hygiene	Pizza Making		Rainforest animal puppets
PSHE	Settling in Relationships	Relationships	Living in the Wider World	Living in the wider world	Health and well being	Health and well being
RE	Belonging	Angels	Freedom	Symbol:Cross	Symbol: Trees	Sacred places
ICT	<u>Word processing</u> Publish a piece of work using new skills Text given and they format it instead of them having to type out (differentiated text)	<u>IT Puppet Pal</u> Stone age boy talking to modern day child – Literacy Link Programming through animal challenges	<u>Presentation Media</u> PowerPoint 3 slides on how to eat healthily Checklist of skills Present to other children in group Science Link	Programming Scratch conversation Puppet edu Roman facts	Programming Lady bird munch game	Puppet pal Great Kapok Tree discussion
Music	In the Hall of the Mountain King . Exploring classroom instruments, dynamics and tempo.	Christmas song rehearsals – vocal pitch control.	Structure – making musical cakes and sandwiches. Binary and rondo form.	Marches – exploring rhythm notation and 2 meter.	Recorders - rhythm and pitch notation.	
PE 1 Class Teacher	Personal Best (Gym – Personal Cog)	Attacking & Defending (Social Cog)	Dance (Creative Cog)	Attacking and Defending (Cognitive Cog)	Multi-Skills – circuit type (Health and Fitness Cog)	Athletics (Physical Cog)
PE 2 PPA	Multi Skills	Gymnastics	Net and Wall Games	Invasion Games (football/ basketball)	Athletics	Strike and Field (Rounders/ Cricket)
French	I'm learning french	Greetings	Les colours	Le corps	As tu un animal?	Le petit déjeuner

Year 4 Overview 2021/22

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Saxon settlements	The <u>Force</u> of Nature	The Invaders are coming!	Peak Destination	Kings and Queens	Violent Volcanoes
Leading Question	What evidence can we dig up about how the Anglo Saxons lived?	How strong is Mother nature?	Vikings...blood-thirsty brutes or honourable warriors?	How is Europe similar and different to where I live?	Are Monarchs always a power for the good?	What's the matter with the earth?
Literacy	<p>To persuade 2-3W Letter—NEW Mirrored from Y3</p> <p>To entertain 3w BEOWULF descriptions, characters and settings</p> <p><small>Begin leaflet teaching so ch don't forget trip x1w</small></p>	<p>To persuade x2 Leaflet - linked to school trip</p> <p>To Discuss x3 Explanation</p> <p>Storm Poetry around a theme x2</p>	<p>To entertain x3 How to train your dragon (Two points of view)</p> <p>To inform x2 Recount of event - class text</p> <p>Poetry - kennings - cinquain - Dragons x2</p>	<p>To persuade Travel guide/leaflet</p> <p>To Discuss Explanation</p>	<p>To entertain NEW</p> <p>To inform Recount of event <small>School trip based</small></p> <p>Classic poetry - Shakespeare</p>	<p>To inform NCR</p> <p>To entertain with an Explanation twist with link to science or Geography</p>
Class text	Beowulf	The Somerset Tsunami	How to Train a Dragon	The cosmic atlas of Alfie Fleet The Contest	The Diver's Daughter Shakespeare	Survivors
Maths	Year 3 gaps Place Value Add and Subtraction	Multiplication and Division Measurement - length and perimeter	Fractions Decimals	Multiplication and Division Area Fractions	Decimals Money Time	Statistics Properties of shape Geometry

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Saxon settlements	The <u>Force</u> of Nature	The Invaders are coming!	Peak Destination	Kings and Queens	Violent Volcanoes
Leading Question	What evidence can we dig up about how the Anglo Saxons lived?	How strong is Mother nature?	Vikings...blood-thirsty brutes or honourable warriors?	Europe - wish you were here?	Are Monarchs always a power for the good?	What's the matter with the earth?
History	Anglo Saxons		Vikings		Kings and Queens	
Geography		Earthquakes and Tsunamis		Europe and Mountains		Volcanoes
Science	Living things and their habitats	Forces and Magnets (conclusions)	Electricity		Sound (explaining)	States of Matter
Art	Anglo Saxon brooches Class activity	Drawing skills - movement, shading, Repeat patterns Recreate Hokusai's 'The Great Wave'	Colours - mood, tones, abstract Viking boat idea <i>Class: Paste/paper Shields</i>	Drawing /Painting skills - mountain ranges Zentangle Landscapes and Mountains	IT portraits	<i>Pop Art Volcano</i> https://www.lifrocombe-jun.devon.sch.uk/post/pop-art-in-year-4 <i>Oil pastel volcano</i> https://www.youtube.com/watch?v=Q24p5LkF4 https://www.youtube.com/watch?v=ID9551TuxMQ <small>soft pastel volcano</small>
DT	Mechanical Systems Skill based	Mechanical Systems moving pictures		Protein bar	Tudor houses construction - woodwork	
IT	<u>Automated PowerPoint</u> linked to 3-4 different animals linked to Science/Habitat	Performance poetry Green screen as an end product of Literacy	<u>Stop start animation</u> Lego figures - moving a boat costume making Act out Vikings life to animate or moving boat	<u>Image manipulation</u> Looking at mountain ranges Images of self - online safety link - changing face to suit		<u>Automated PowerPoint</u> linked to 3-4 different animals linked to Science Apply this to States of matter
Programming		Animal Challenges			Scratch conversation Lady Bug Munch	
PSHE	Families and friendships Safe relationships Respecting ourselves and others		Belonging to a community Media literacy and digital resilience Money and work		Physical health and Mental wellbeing Growing and changing Keeping safe	
RE	Ritual <i>SUKKOT / HARVEST</i>	Faith <i>The Annunciation Story</i>	Symbol The Eucharist	Ritual <i>The Paschal Candle</i>	Wisdom Are sacred books wise? (Bible and Torah)	Neighbours
French	J'ai mal	Dans la salle de classe	Je peux	Les 4 amis	L'argent de poche	Le picnic
PE 1 Class Teacher	Personal Best (Gym - Personal Cog)	Dance (Creative Cog)	Swimming		Attacking and Defending (Physical Cog)	Athletics (Health & Fitness Cog)
PE 2 PPA	Multi Skills	Gymnastics	Net and Wall Games	Invasion Games (football/ basketball)	Athletics	Strike and Field (Rounders/ Cricket)
Music	L2Me Ukulele - focus on structure and texture, especially chords.		L2Me Violin - focus on pitch and rhythm notation.		L2Me African Percussion. Focus on texture and duration.	

Year 5 Overview: 2021-2022

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Water	Victorians: Lighting The Way	The Ancient Greeks: Eureka		North America	Health Matters
Leading Question	Water for All? Risk, Danger, Hazard, or saviour?	Would you rather be a rich or a poor Victorian child?	What would life be like now without the Greeks?		North America – is it really that different?	How could you be healthier?
Literacy	Kensuke’s Kingdom – exploring characters and settings. Diaries and letters. Leaflet writing – Water for All	Street Child – facing dilemmas. Looking at both sides of an argument Poetry – personification of emotions based on characters in Street Child	Greek Beasts – creating a non-chronological report The Odyssey – writing an alternate ending	Police reports – eye-witness and formal reports Writing speeches – would you rather be a Spartan or Athenian. Persuasive pitches.	Research and report writing – different locations in North America Holes – exploring characters and settings. Dairies and letters.	Research - creating a leaflet about healthy lifestyles. Dragons Den – persuasive pitch to sell salad created in DT
Class Reader	Kensuke’s Kingdom	Street Child	The Adventures of Odysseus and Fleeced		Holes	The Fastest Boy in the World
Guided Reading	Explanation text Rivers/science processes River story	Information texts Letters NCR Biographies	Greek Myths Information books about Greeks	Key Genres linked to Lit Topic – Athens V Sparta	Non-fiction on America Stories from other cultures	Information texts Letters
Maths	Number -Place Value Addition and subtraction Statistics	Multiplication and division Perimeter and area	Number – multiplication and division Fractions Time	Number – Fractions Decimals and fractions	Number – Decimals Geometry – properties of shape	Geometry – position and direction Measure – conversion of units Volume

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Water for All?	Victorians Lighting The Way	Greeks Eureka		North America	Health Matters
Leading Question	Risk, Danger, Hazard, or saviour?	Would you rather be a rich or a poor Victorian child?	What would life be like now without the Greeks?		North America – is it really that different?	How could you be healthier?
History		What can we tell from a range of sources? Rich or poor – using the evidence, what would you be?	Greeks How did the Greeks influence us? Evidence from artefacts Spartan Athenian – what would you be?			
Geography	Rivers + water Cycle Map work - Following routes				Climate, terrain position and states	Map skills part 2
Science	The Water Cycle Properties and changes of materials	Light and How We See	Properties and changes of materials part 2: -function and purpose of materials -development of new materials		Living things and their environment (Classification)	Animals including humans keeping healthy Diet and exercise Instructions how to make a salad linked to visit.
Art	Water Images Photography Waves	William Morris wallpaper	Still Life Mixed Media	Greek patterns and images on vases	Pop Art painting and pointillism	Archimboldo Colour Mixing
DT		Cross stitch teddies or bookmarks for Victorian child for Christmas	Catapults	Greek vases		Super Salads trip - instructions STEM day
PSHE	Relationships Families and Friendships, safe relationships, respecting ourselves and others		Living in the Wider World Belonging to a community, media and digital resilience, money and work		Health and Wellbeing Physical health and mental wellbeing, growing and changing, keeping safe	
RE	Water as a Symbol	Prophecy	Worship	Sacrifice	Umma	Stewardship
French	Je me presente	Ma ville	Au café	Quell temps fait il?	On y va?	En vacances
Music	Families of instruments. Duration 2 and 4 meter	Christmas vocal work – pitch.	The A Bao a Qu. Mythical beasts. Dynamics and tempo.	Theseus leitmotiv – structure.	Native American songs/texture – using drones and ostinato.	Portsmouth – chords and improvisation.
PE 1 Class Family	Attack and Defending (team work) Cognitive Cog	Dance (Creative Cog)	Circuit type athletics (Health/ Fitness Cog)	Attacking/ Defending (Strike/Field) Social Cog	Athletics (Physical Cog)	Personal Best (Personal Cog)
PE 2 PPA	Invasion Games – sending (netball/ handball)	Invasion striking (football/ hockey)	Gymnastics	Net and Wall (tennis)	Athletics	Strike and Field
IT links		Desktop publishing Victorian classroom Leaflet based around Victorian	Book creator Publish Myth include NCR of Beast Photo of ch's own writing – record voice – type Mixture of all of it. Find images to match		Green screen linked to America info and landmarks – time line planned. Publish on Web	Spreadsheet Graphing of results linked to exercise results
Programming	Animal challenge Coordinates	Toys give away			Helicopter	

Year 6 Overview 2021/2022

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Environment: Eco Warriors	The Second World War: The Home Front	The First Historic Dynasty of China	Who Do You Think You Are?	Ancient Benin	Survival
Leading Question	How can we defeat the enemy?	Have You Forgotten Us?	Can we rediscover the wonders of the Shang Dynasty?	Who Do You Think You Are?	What if the people of Benin were not such talented craftsmen?	Where would you rather live?
Literacy						
Pick up from year 5	To persuade – House Captain Speeches	To entertain – alternative Mr Tom chapter	To entertain – Character description and story settings for Yeh-Shen	To entertain - Character description and story settings for Macbeth	To discuss –Balanced argument: Catherine and Mum viewpoints	To entertain – story settings/Alternative endings to Explorer
Repeat spring 2	To discuss – Plastic bag Mockumentary	To inform – NCR New Forest in WW2	To discuss – Balanced Argument: Should we Space travel?	To persuade - Letter to Macbeth from Lady Macbeth	To entertain – poetry/instructional How to be a Child	To discuss - explanation
Mirrored from spring 1	Poetry with imagery– Environmental issues	Classic narrative poetry – War poetry	To inform -	To inform - NCR Science Report	To inform – eye witness	To persuade – ad/leaflet on Southampton
Class Reader	How to Save the World with a Chicken and an Egg Emma Shevah	Goodnight Mr Tom	The Firework maker’s daughter	Darwin’s Dragons by Lindsay Galvin	Children of winter	The Explorer
Guided Reading	Persuasive speeches Non fiction	Non-fiction organisation Narrative	Close text analysis	Close text analysis	Poetry Historical fiction	Non fiction – geographical theme
Maths	Place value 4 rules	Fractions Geometry	Decimals Percentages Algebra	Measurement Ratio	Statistics	

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Environment: Eco Warriors	The Second World War: The Home Front	The First Historic Dynasty of China	Who Do You Think You Are?	Ancient Benin	Survival
Leading Question	How can we defeat the enemy?	Have You Forgotten Us?	Can we rediscover the wonders of the Shang Dynasty?	Who Do You Think You Are?	What if the people of Benin were not such talented craftsmen?	Where would you rather live?
History		Local History study	Ancient Civilisations – The Shang Dynasty		Non-European society contrasts British history	Walk the walls – history of Southampton city
Geography	Human geography Map work	Local area				Comparative study of Southampton and Castleton
Science	Earth in Space	Electricity	Forces	Adaptation, Evolution and Inheritance	Life cycles	
Art	Landscapes		Sketch book, drawing and Painting – Ai WeiWei and Damien Hurst			Drawing – Comic Strip
DT		FOOD –on a ration		Pulleys and gears	Electricity (Burglar alarm)	
FRENCH	Chez Moi	Past and present France in 1940	Carnival of the animals	Le weekend	Les sports	En Vacances
PSHE	Relationships		Living in wider world		Health and wellbeing	
RE	Creation	Interpretation	Power	Resurrection	Ritual	Rites of passage
IT link ideas	Survey Google Form	Video Readings from poems Remembrance day 8mm ipad app – dress up News reel	Spreadsheets	Audacity – Macbeth sound clip with background audio Group work - scripting		End of Orchard Ideas: *Green Screen* Video montage Presentation
Programming	Animal Challenges Coordinates		Toy Give away		Helicopter	
P.E. Class	Gym (Physical Cog)	Dance (Creative Cog)	Attacking Defending (Cognitive cog)	Circuit Style Athletics (Health and Fitness)	Striking and Fielding (Social Cog)	Athletics (Personal cog)
P.E. PPA	Invasion Games – sending (netball/ handball)	Invasion striking (football/ hockey)	Gymnastics	Net and Wall (tennis)	Athletics	Strike and Field
Music	Junk percussion – time signature and rhythm skills.	Music from the time of WWII – Swing and Big Band Jazz.	Music of China – pentatonic scale, major and minor keys.	A minor Blues – playing and composing using pitch and rhythm notation. Improvisation.	Film music – composition using all the dimensions based on Elgar’s Enigma Variations and a range of modern film music.	

Reading

Intent: To ensure we have a clear progression of reading throughout the school. To ensure that all members of staff are aware of their year groups progression as well as the basics from the previous year. Using these clear objectives – guided reading tasks follow the Orchard reading skills and build on the progression of these skills. During learning walks, book looks and pupil conferencing the progression should be clear and the skills built upon.

KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.* 	<ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including <ul style="list-style-type: none"> in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.* 	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* 	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including <ul style="list-style-type: none"> -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.* 	<ul style="list-style-type: none"> To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Evidence within Guided reading		Word meaning in comprehension tasks. During echo reading – highlighting these word patterns and discussing			

Word Reading					
Skill: Common exception words					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> To begin to read Y3/Y4 exception words.* 	<ul style="list-style-type: none"> To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. 	<ul style="list-style-type: none"> To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none">
Evidence within Guided reading					

Word Reading					
Skill: Fluency					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	<ul style="list-style-type: none"> To repeat a short paragraph of what an adult has read with the same intonation and expression. 	<ul style="list-style-type: none"> To repeat a short paragraph back to the adult with the same intonation and expression. Discussing why the pitch or tempo may have changed. Try reading with different variations 	<ul style="list-style-type: none"> Read aloud to an adult or peer and discuss the writer's voice. Discuss how you think the author wants it to be read and why? Could it be interpreted another way if read differently? 	<ul style="list-style-type: none"> Continue from Year 5. Build confidence to read aloud to larger audiences. Discuss the effects of the punctuation whilst reading.

Evidence within Guided reading		Guided group session. Echo reading with age appropriate books. Same text for all.			
Comprehension					
Skill: Comparing, Contrasting and Commenting					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. 	<ul style="list-style-type: none"> To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). 	<ul style="list-style-type: none"> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting). 	<ul style="list-style-type: none"> To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice. 	<ul style="list-style-type: none"> To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text
Evidence within Guided reading		Guided reading comprehension tasks – skills: forming opinions, summarising, visualising, relating.			

Comprehension					
Skill: Words in Context and Authorial Choice					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. 	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. 	<ul style="list-style-type: none"> Discuss vocabulary used to capture readers' interest and imagination. 	<ul style="list-style-type: none"> To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. 	<ul style="list-style-type: none"> To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Evidence within Guided reading		Guided reading sessions. Skills: Word meaning			

Comprehension					
Skill: Inference and Prediction					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To begin to make simple inferences. To predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. 	<ul style="list-style-type: none"> To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text. 	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied. 	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. 	<ul style="list-style-type: none"> To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Evidence within Guided reading		Guided reading sessions – Skills: Inference and predicting			

Comprehension					
Skill: Poetry and Performance					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To recite simple poems by heart. 	<ul style="list-style-type: none"> To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. 	<ul style="list-style-type: none"> To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. 	<ul style="list-style-type: none"> To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. 	<ul style="list-style-type: none"> To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Evidence within Guided reading					

Comprehension					
Skill: Non-Fiction					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> To recognise that non-fiction books are often structured in different ways. 	<ul style="list-style-type: none"> To retrieve and record information from non-fiction texts. 	<ul style="list-style-type: none"> To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. 	<ul style="list-style-type: none"> To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
Evidence within Guided reading		A mixture of non-fiction and fiction are selected through the term for guided reading. Ensure a balance is evident.			

In addition to the guided reading sessions, these objectives and skills should be woven into the literacy planning to aid writing.

	Year 3 Reading
Phonics and Decoding	<ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).
	<ul style="list-style-type: none"> To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* (Keep a record of what has been covered).
	<ul style="list-style-type: none"> To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.* (Keep a record of what has been covered).
Common Exception Words	<ul style="list-style-type: none"> To begin to read Y3/Y4 exception words.* (Keep a record of what has been covered).
Fluency	<ul style="list-style-type: none"> To repeat a short paragraph of what an adult has read with the same intonation and expression.
Comparing, Contrasting & Commenting	<ul style="list-style-type: none"> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	<ul style="list-style-type: none"> To use appropriate terminology when discussing texts (plot, character, setting).
Words in Context and Authorial Choice	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
	<ul style="list-style-type: none"> To discuss authors' choice of words and phrases for effect.
Inference and Prediction	<ul style="list-style-type: none"> To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.
	<ul style="list-style-type: none"> To justify predictions using evidence from the text.
Poetry and Performance	<ul style="list-style-type: none"> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.
	<ul style="list-style-type: none"> To begin to use appropriate intonation and volume when reading aloud.
Non-Fiction	<ul style="list-style-type: none"> To retrieve and record information from non-fiction texts.

	Year 4 Reading
Phonics and Decoding	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill
	<ul style="list-style-type: none"> To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*
Common Exception Words	<ul style="list-style-type: none"> To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.
Fluency	<ul style="list-style-type: none"> To repeat a short paragraph back to the adult with the same intonation and expression. Discussing why the pitch or tempo may have changed. Try reading with different variations
Comparing, Contrasting & Commenting	<ul style="list-style-type: none"> To discuss and compare texts from a wide variety of genres and writers
	<ul style="list-style-type: none"> To read for a range of purposes
	<ul style="list-style-type: none"> To identify themes and conventions in a wide range of books
	<ul style="list-style-type: none"> To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings)
	<ul style="list-style-type: none"> To identify how language, structure and presentation contribute to meaning
	<ul style="list-style-type: none"> To identify main ideas drawn from more than one paragraph and summarise these
Words in Context and Authorial Choice	<ul style="list-style-type: none"> Discuss vocabulary used to capture readers' interest and imagination.
Inference and Prediction	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.
	<ul style="list-style-type: none"> To justify predictions from details stated and implied.
Poetry and Performance	<ul style="list-style-type: none"> To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry)
	<ul style="list-style-type: none"> To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
Non-Fiction	<ul style="list-style-type: none"> To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.
	<ul style="list-style-type: none"> To use dictionaries to check the meaning of words that they have read

	Year 5 Reading
Phonics and Decoding	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues
	<ul style="list-style-type: none"> To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*
Common Exception Words	<ul style="list-style-type: none"> To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word.
Fluency	<ul style="list-style-type: none"> Read aloud to an adult or peer and discuss the writer's voice. Discuss how you think the author wants it to be read and why? Could it be interpreted another way if read differently?
Comparing, Contrasting & Commenting	<ul style="list-style-type: none"> To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types
	<ul style="list-style-type: none"> To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	<ul style="list-style-type: none"> To identify main ideas drawn from more than one paragraph and to summarise these
	<ul style="list-style-type: none"> To recommend texts to peers based on personal choice.
Words in Context and Authorial Choice	<ul style="list-style-type: none"> To discuss vocabulary used by the author to create effect including figurative language
	<ul style="list-style-type: none"> To evaluate the use of authors' language and explain how it has created an impact on the reader.
Inference and Prediction	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives
	<ul style="list-style-type: none"> To make predictions based on details stated and implied, justifying them in detail with evidence from the text.
Poetry and Performance	<ul style="list-style-type: none"> To continually show an awareness of audience when reading aloud using intonation, tone, volume and action.
Non-Fiction	<ul style="list-style-type: none"> To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

	Year 6 Reading
Phonics and Decoding	<ul style="list-style-type: none"> To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings*
	<ul style="list-style-type: none"> To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Common Exception Words	<ul style="list-style-type: none"> To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word.
Fluency	<ul style="list-style-type: none"> Continue from Year 5. Build confidence to read aloud to larger audiences. Discuss the effects of the punctuation whilst reading.
Comparing, Contrasting & Commenting	<ul style="list-style-type: none"> To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage & books from other cultures/traditions
	<ul style="list-style-type: none"> To recognise more complex themes in what they read (such as loss or heroism)
	<ul style="list-style-type: none"> To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
	<ul style="list-style-type: none"> To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions
	<ul style="list-style-type: none"> To draw out key information and to summarise the main ideas in a text
	<ul style="list-style-type: none"> To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views
	<ul style="list-style-type: none"> To compare characters, settings and themes within a text and across more than one text
Words in Context and Authorial Choice	<ul style="list-style-type: none"> To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect
Inference and Prediction	<ul style="list-style-type: none"> To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters)
	<ul style="list-style-type: none"> To discuss how characters change and develop through texts by drawing inferences based on indirect clues
Poetry and Performance	<ul style="list-style-type: none"> To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non- Fiction	<ul style="list-style-type: none"> To retrieve, record and present information from non-fiction texts
	<ul style="list-style-type: none"> To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

Writing

Intent:

To ensure we have a clear progression of writing throughout the school. To ensure that all members of staff are aware of their year groups progression as well as the basics from the previous year.

Using these clear objectives, tasks fit the progression of these skills letting the children be challenged within their year group objectives.

During learning walks, book looks and pupil conferencing the progression should be clear and the skills built upon.

Purpose of study

A high-quality education in English will teach pupils to speak and write fluently so that they can **communicate** their ideas and emotions to others and through their reading and listening, others can communicate with them.

Writing goes hand in hand with reading so through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Writing at Orchard is constructed:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Planning, Writing and Editing					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
Evidence within: Literacy books					

Awareness of Audience, Purpose and Structure					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of <u>formality</u>.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; <u>using passive verbs</u> to affect how information is presented; using <u>modal verbs</u> to suggest degrees of possibility).</p>
Evidence within: Literacy books some topic work					

Sentence Construction and Tense - SPaG link

KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: <u>statement</u> , <u>question</u> , <u>exclamation</u> , <u>command</u> . To use some features of written Standard English.	To try to maintain the correct tense (including the <u>present perfect tense</u>) throughout a piece of writing with accurate subject/verb agreement. To <u>use 'a' or 'an'</u> correctly throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing. To always use <u>Standard English verb inflections</u> accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	To use a range of <u>adverbs and modal verbs</u> to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.	To ensure the <u>consistent and correct use of tense</u> throughout all pieces of writing, including the correct <u>subject and verb agreement</u> when using <u>singular and plural</u> .

Evidence within: Literacy books

Punctuation - SPaG link					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: -capital letters, full stops, question marks and exclamation marks; -commas to separate lists; -apostrophes to mark singular possession and contractions.	To use the full range of <u>punctuation from previous year groups</u> . To punctuate direct speech accurately, including the use of <u>inverted commas</u> .	To use all of the necessary punctuation in <u>direct speech</u> , including a <u>comma</u> after the reporting clause and all end punctuation within the inverted commas. To consistently use <u>apostrophes</u> for singular and plural possession.	To use <u>commas</u> consistently to clarify meaning or to avoid ambiguity. To use <u>brackets, dashes or commas</u> to indicate <u>parenthesis</u> .	To use the <u>full range of punctuation</u> taught at key stage 2 correctly, including consistent and accurate use of <u>semi-colons</u> , <u>dashes</u> , <u>colons</u> , <u>hyphens</u> , and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

Evidence within: Literacy books some topic work

Use of phrase and clause - SPAG link

KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To use <u>subordinate clauses</u>, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a <u>range of conjunctions, adverbs and prepositions</u> to show time, place and cause.</p>	<p>To use <u>subordinate clauses</u>, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To <u>expand noun phrases</u> with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To <u>consistently choose nouns or pronouns</u> appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>To use a <u>wide range of linking words/phrases</u> between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use <u>relative clauses</u> beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scribble, who was a famous inventor, had made a new discovery.</p>	<p>To use the <u>subjunctive form</u> in formal writing.</p> <p>To use the <u>perfect form</u> of verbs to mark relationships of time and cause.</p> <p>To use the <u>passive voice</u>.</p> <p>To use question tags in informal writing.</p>
Evidence within: Literacy books some topic work					

KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To recognise and use the terms: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark exclamation mark.	To recognise and use the terms: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter inverted commas (or speech marks).	To recognise and use the terms: determiner, pronoun, possessive pronoun adverbial.	To recognise and use the terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion ambiguity.	To recognise and use the terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon bullet points.
Evidence within SPaG lessons and across the curriculum					

Year 3 Grammar Progression:

Grammar should be taught explicitly: pupils should be taught the terminology and concepts and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

Conjunctions taught in	Statutory Skills (based on NC):	Definition:	Examples:
<p>Year 2: <u>Co-ordinating:</u> or, and, but</p> <p><u>Subordinating:</u> When, if, that, because</p> <p>Conjunctions to be taught in Year 3:</p> <p><u>Coordinating conjunctions:</u> and, but, or, yet so,</p> <p><u>Subordinating Conjunctions:</u> if, since as, whilst, although, when, even though, because,</p>	<p>Main clause <i>(Could show examples of sentences not working without a verb.)</i></p>	<p>A main clause is a group of words that contain a noun (a subject) and a verb which must make complete sense on its own. Main clause MUST have a verb.</p>	<p>The cat sat on the mat. A little girl ate ice-cream. I like grapes. (Tricky one as it doesn't have an obvious verb for children to identify).</p>
	<p>Subordinate clause (only teach that it comes after a main clause – NOT fronted adverbial)</p>	<p>A group of words that add extra information to a main clause. A subordinate clause doesn't make sense on its own. A subordinating conjunction can be used to add a subordinate clause to a main clause. Get children to underline the subordinate clause so they are recognising it. Look at the link between the two parts of the sentence and how one makes sense on its own and the other doesn't.</p>	<p>Only use 'I SAW A WEB' subordinating conjunctions.</p> <p>The girl thought it was cold although the sun was shining. I am having ice-cream for a treat since I got all my spellings correct. My brother watched the football game even though he doesn't like it.</p>
	<p>Sentence Types Step 1 = identify different sentence types. Step 2 = writing and punctuating these sentence types accurately and independently.</p>	<p>Command – tells someone what to do. Exclamation – ends with an exclamation mark Question – ends with a question mark Statement – states a fact. You can say 'so what' after a statement sentences. *Step 2 should be seen within their literacy and cross-curricular writing as well. Not just taught in GPS lessons.</p>	<p>https://www.bbc.co.uk/bitesize/articles/z7b3trd (guidance with lesson ideas).</p>
	<p>Preposition 1) place 2) time</p>	<p>Word that indicated place or time.</p>	<p>1) in, on, behind, above, beneath, below, in the distance, under. 2) during, after, next, because of, in</p>
	<p>Prepositional phrase</p>	<p>Includes the object that the preposition is referring to and any other words that link it to the preposition. It begins with a preposition, a noun/pronoun and it may include an adjective or adverb. It never contains a verb!</p>	<p>He hid beneath the duvet. Beneath the duvet, he hid.</p> <p>When the siren sounded, they all set off into the ancient woods.</p>

<p><u>Conjunctions – time and cause:</u> when, before, after, while, so, because, where</p>	<p>Verbs Step 1: Identify and understand what a verb is, including tense verbs.</p> <p>Step 2: changing regular verbs between different tense (past/present) but also focus on how the spelling changes.</p> <p>Step 3: Irregular verbs = verbs that change and don't change at all.</p>	<p>Verbs are words that show actions, motions, doing or states of being.</p>	<p>Step 1: Looking at identifying verbs in a sentence. Adding appropriate verbs to a sentence. Spend time looking at tense verbs too such as went, go, was, be, do and did – children need to be able to recognise and change between the past and present versions.</p> <p>Step 2: (more than one lesson) - Adding –ed = walked, answered, listened - Short vowel sound so double the consonant (last letter) = skipped, hopped, stepped (not stept) - verbs already ending in –e = hoped, raised, shared, baked - verbs ending in –y (change the –y to and –i then add –ed) = hurried, worried, cried, tried</p> <p>Step 3: Verbs that change: buy and bought not bought! swim and swam/sank and sink/sleep and slept/take and took/leave and left/ Verbs that don't change at all: put, hit, read, set, let</p>
	<p>Conjunctions (only focus on conjunctions that show time & cause)</p>	<p>Joins two parts of a sentence and helps to show the connection between <u>the two main clauses</u>.</p>	<p>when, before, after, while, so, because, where</p> <p>Cause: He was fond of playing basketball because it was his father's favourite game. Time: I ate chocolate before I went to bed.</p>
	<p>Co-ordinating conjunctions (ABOYS)</p>	<p>Co-ordinating conjunctions join two main clauses. The main co-ordinating conjunctions are ABOYS</p>	<p>but, or, so, and, yet</p>
	<p>Subordinating conjunctions (I SAW A WEB)</p>	<p>A subordinating conjunction introduces/creates a subordinate clause that is dependent on a main clause to qualify it.</p>	<p>if, since, as, whilst, although, when, even though, because,</p>

	Imperative verbs	Are verbs but also commands.	Cut, chop, hold, fold, rinse, stir, put, measure, sprinkle, slice, take, peel, turn, travel, go, behave, explain, whisper
	Adverbs Step 1: What is an adverb? Identify in sentences. Step 2: tricky adverbs NOT just '-ly' words	A word or group of words that describe the verb. *Add to the verb!	Examples of tricky adverbs: Then/next/soon/never/later/now/again/sometimes/yesterdaytoday
	Present perfect verbs (has/have)	Verbs which show actions which are now completed. It has a strong connection to the present and includes the present tense 'have, has' and a past tense verb. Use present perfect instead of simple past.	I walked to school. = I have walked to school. She ate an apple. = She has eaten an apple He went out to play. = He has gone out to play.
	Word families part 1 (root word and derivatives)	Word families are a group of words that have a common feature, pattern or meaning. They usually share a common root word to which different suffixes and prefixes can be added.	Children will need to know what a root word is first and practise identifying root words before looking at adding suffixes and prefixes and seeing how the meaning of the word changes. Game idea = play snap by matching the root word with the correct suffix or prefix.
	Word families part 2	Word families based on common words. Show how words are related in form and meaning. Children to identify the root word and understand the root word meaning.	Solve = solution, solver, dissolve, insoluble Graph = photograph, telegraph, autograph Medicine = medication, paramedic, medical Cycle = bicycle, unicycle, recycle
	Apostrophes Step 1: Contractions Step 2: Singular possession only.	Apostrophes mark missing letters or show possession.	Contractions = children need to know what the two words are that create the contraction and where the apostrophe goes. Singular possession – showing an item belongs to one person only. E.g. the child's toy, the dog's bone, a girl's favourite lolly.
	a and an	Step 1: Identify vowels and consonants and when to add an or a – most common rule/words Step 2: Tricky rules and silent letters. Don't use 'a' before words that start with a consonant but it isn't pronounced (silent) Don't use 'an' before words starting with 'u' if it is making a 'yuh' sound. BUT when the 'u' makes its phonetic sound then 'an' is used.	e.g. an hour not a hour (the 'h' is silent) other examples include: heir, honour a unit or measure not an unit of measure a uniform not an uniform a unique flower not an unique flower. An umbrella not a umbrella.

	Paragraphs (introduction to paragraphs in a way to group material)	A section of writing that deals with a single theme.	
	Heading and subheadings to aid presentation	Heading is a main title Subheading is a title underneath the main title or above a specific section of writing.	Make up headings based on given non-chronological report
	Direct speech (looking at what direct speech is)	Direct speech is a sentence in which the exact words spoken are reproduced in speech marks.	"You'll never guess what I've just seen!" said Sam, excitedly.
	Dialogue (looking at what dialogue is)	Speech – the spoken word A conversation or speech that is written down as part of a piece of narrative.	Drama lesson/reading scripts etc.
	Inverted commas (looking at how to punctuate speech)	Sometimes known as speech marks and are used in pairs to mark the beginning and end of direct speech. Use of a lower case letter after a question or exclamation. New speaker = new line	*Children only need to know that the speech comes first and then the speech verb – Year 4 look at putting the speech verb first. e.g. "Come back!" yelled the little girl, running after her dog. Year 3 expectation is to include comma and other punctuation before the closing speech marks.
	Suffixes	Adding suffixes beginning with vowel letters to words of more than one syllable – 'ing' 'ed' 'er' 'ation' If the last syllable of a word is stressed and ends with one consonant letter that has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten beginning, beginner prefer, preferred gardening, gardener limiting, limited, limitation
Prefixes	Teach the meaning of the prefix using the spelling appendix for Year 3 – attached to the end of the Year 3 progression.		

Statutory Requirement	Rule	Examples
Prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in– below.</p> <p>Like un–, the prefixes dis– and mis– have negative meanings.</p> <p>The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.</p> <p>Before a root word starting with l, in– becomes il.</p> <p>Before a root word starting with m or p, in– becomes im–.</p> <p>Before a root word starting with r, in– becomes ir–.</p> <p>re– means ‘again’ or ‘back’.</p> <p>sub– means ‘under’</p> <p>inter– means ‘between’ or ‘among’.</p> <p>super– means ‘above’.</p> <p>anti– means ‘against’.</p> <p>auto– means ‘self’ or ‘own’</p>	<p>dis–: disappoint, disagree, disobey</p> <p>mis–: misbehave, mislead, misspell (mis + spell)</p> <p>in–: inactive, incorrect</p> <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re–: redo, refresh, return, reappear, redecorate</p> <p>sub–: subdivide, subheading, submarine, submerge</p> <p>inter–: interact, intercity, international, interrelated (inter + related)</p> <p>super–: supermarket, superman, superstar</p> <p>anti–: antiseptic, anticlockwise, antisocial</p> <p>auto–: autobiography, autograph</p>

Year 4 Grammar Progression:

Grammar should be taught explicitly: pupils should be taught the terminology and concepts and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

<p><u>TAUGHT Year 3 conjunctions:</u> Coordinating conjunctions: and, but, or, yet so,</p> <p><u>Subordinating Conjunctions:</u> if, since as, whilst, although, when, even though, because,</p> <p><u>Conjunctions – time and cause:</u> when, before, after, while, so, because, where</p> <p>Year 4 conjunctions to be taught:</p> <p><u>Subordinating Conjunctions (vary positions):</u> <u>I SAW A WABUB</u> if, since as, when, although, while, after, before, until, because * (conjunction for time and cause on next page too)</p>	<p>Statutory Skills (based on NC):</p>	<p>Definition:</p>	<p>Examples:</p>
	<p>Determiner</p>	<p>Determiners are words that help to ‘pin down’ the exact number or definiteness of nouns.</p>	<p>The blue ship. Two green bottles.</p>
	<p>Common, proper and collective noun</p>	<p>A common noun is a naming word for something (cat, dog, cake). A collective noun describes groups of nouns. Proper Noun – a name used for an individual person, place or organization; it is spelt with a capital letter</p>	<p>Common – table Collective – swarm of bees Proper – Mrs Taylor</p>
	<p>Pronoun</p>	<p>It is a word that takes the place of a noun. *See pronoun chart after Year 4 Grammar Progression.</p>	<p>(I, you, they, we, him, us) Would you like to go with us to the cinema?</p>
	<p>Possessive Pronouns</p>	<p>Possessive pronouns include my, mine, our, ours, its, his, her, hers, their, theirs, your and yours. These are all words that demonstrate ownership.</p>	<p>The dog is mine. The ring is hers.</p>
	<p>Pronoun cohesion</p>	<p>Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition. Skill should be transferred into their writing.</p>	<p>Bad example for children to change: Sally went to the shop and Sally bought some chocolate. Unfortunately, Sally didn’t have enough money so Sally went home again. Lesson idea – edit and improve a text with repeated noun or pronoun use.</p>
	<p>1st, 2nd, 3rd person</p>	<p>1st person – If a text is written in the first person ‘I’ , ‘me’ or ‘we’ is used. 2nd person – the pronouns ‘you’, ‘yours’. Second person writing is often appropriate for email writing. 3rd person – ‘he’, ‘she’ or ‘it’ may be used when referring to a person, place, thing or idea.</p>	<p>1st person - I like cream cakes. 2nd person - You are the smartest person in the room! 3rd person - He gobbled the cakes.</p>
	<p>Recap of verbs from Year 3.</p>		<p>See Year 3 progression. Changing between past and present including tricky verbs.</p>

<p><u>Conjunctions – time and cause:</u> Meanwhile Finally At last Currently Due to Therefore Consequently</p>	<p>Fronted adverbial Step 1: Teach How, When, How often and Where adverbs Step 2: One word to create opener + using the comma Step 3: Phrase/group of words to create opener + using the comma</p>	<p>Tells the reader when, where and how something happens. It is called a fronted adverbial because it is placed at the ‘front’ of the sentence. A comma must be placed after a fronted adverbial.</p>	<p>2) Slowly, the sloth crawled along the rough tree branch. 3) The day after tomorrow, I’m going to the zoo.</p>
	<p>Expanded noun phrases</p>	<p>An expanded noun phrase is more than a noun; it modifies the noun using two adjectives. An expanded noun phrase can also give extra detail using ‘with’.</p>	<p>The green, bushy tree. The bright blue, beautiful butterfly with the fluttering wings on its back.</p>
	<p>Subordinate Clause</p>	<p>Subordinating conjunctions are the first words within a subordinate clause. Subordinate clauses do not make sense on their own but when they are used with a main clause, they create a complex (multi-clause) sentence. FOCUS on the use of , to show the main clause. Y4 need to vary position of subordinate clause.</p>	<p>The tiger walked through the jungle when he searched for his food. If the tiger did not eat, he would cause havoc in the jungle.</p>
	<p>Paragraphs</p>	<p>Organise ideas around a theme.</p>	<p>Lesson idea – give children a piece of text and children need to split it up based on theme etc.</p>
	<p>Apostrophes Step 1: Recap of singular possession (Year 3). Step 2: Changing singular to plurals. Step 3: Identify when a word is singular or plural with apostrophes. Step 4: Difference between plural ‘-s’, singular possession and plural possession (regular nouns). Step 5: Mark plural possession correctly. Step 6: Tricky nouns.</p>	<p>A piece of punctuation that shows possession.</p>	<p>Step 2 examples: (<i>look at how the words change e.g. ‘y’ to a ‘i’</i>) Potato – potatoes Baby – babies Step 3 examples: The girl’s coat. (one girl) The girls’ coat. (more than one girl) Step 4 examples: The dogs went for a walk. (plural) The dog’s bowl is full. (singular possession) The dogs’ leads were long. (plural possession). Step 6 examples: The child’s coat. (one child) The children’s coat. (more than one child)</p>

			The baby's bottle. (one baby) The babies' bottle. (more than one)
Standard English verb inflections	Standard English is grammatically correct and avoids slang and dialect words.		I did instead of I done We were instead of we was
Similes (one example of figurative language)	A simile is a description that compares two things using the word 'like' or 'as'.		During the house fire, my dad was as brave as a lion. The teacher was as dull as dishwater.
Use of inverted commas and other punctuation to indicate direct speech – putting the speech verb first.	Inverted commas are used to show the beginning and end of direct speech (the words actually being spoken). Capital letter needed at the beginning of the speech. A comma separates the speech verb from the dialogue. Use of a lower case letter after a question or exclamation. New speaker = new line		The conductor shouted, "Sit down!" At the top of his voice, the conductor shouted, "Sit down!" *The comma is Year 4 expectation.
Rhetorical questions	A rhetorical question is a question you ask where you do not expect the answer and you are asking to make a point.		Can't you do anything right? Do you want the best trainers in the world? Wouldn't you love to wear whatever you wanted to school each day?
Onomatopoeia	A word that describes a sound and actually mimics the sound of the object or action it refers to when it is spoke.		Some examples: Swoosh, click, ring, quack, snarl, bang, crash, buzz, burp, phew

Year 5 Grammar Progression:

Grammar should be taught explicitly: pupils should be taught the terminology and concepts and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

<p>Year 4 conjunctions taught:</p> <p><u>Coordinating conjunctions:</u> and, but, or, yet so</p> <p><u>Subordinating Conjunctions (vary positions):</u> if, since as, when, although, while, after, before, until, because</p>	Statutory Skills (based on NC):	Definition:	Examples:
	Adverbs and modal verbs	An auxiliary (extra) verb which expresses necessity or possibility.	Modal verb examples: Must, should, shall, will, should, would, can, could, may, might Adverbs examples: perhaps, surely
	Relative pronoun	Used to link a relative clause to another part of a sentence and has the job of introducing the relative clause.	That, which, who, whom, whomever, whichever
	Relative clause	A specific type of subordinate clause which adapts, describes or modifies the noun.	She lives in Norwich, <u>which is a cathedral city.</u> My gran, <u>who is 82,</u> goes swimming everyday.
	Parenthesis	Additional information in a sentence. If it is removed, the sentence still makes sense. Use a range of punctuation - , ()	The defendant, <u>Michael Evans,</u> sat in silence.
	Bracket	() used for parenthesis. The extra information in the brackets doesn't make sense on its own. The information in the brackets doesn't always have to be a relative clause.	Josie (<u>an escaped wallaby from London Zoo</u>) attacked two young sisters. e.g. Science writing = Photosynthesis (the process of turning light energy into chemical energy) helps plants to grow. Did you know that sunflowers (Helianthus) track the sun throughout the day?
	Dash	A line used to separate a sentence where there is an interruption which disrupts the flow.	Bill doesn't like chips – or so he says.

<p><u>Conjunctions – time and place:</u> Meanwhile Finally</p> <p>Conjunctions to be taught in Year 5:</p> <p><u>Coordinating conjunctions:</u> FANBOYS</p> <p><u>Subordinating Conjunctions (vary positions):</u> AWHITEBUS</p>	Inverted commas	<p>Used to indicate direct speech. For example – use of a lower case letter after a question or exclamation. New speaker = new line. Year 5 progression is to split speech. Comma, full stop or colon can be used to separate the main clause and the second part of the speech.</p>	<p>“Stop!” screeched Mum. (Year 3 expectation) Mum screeched, “Stop!” (Year 4 expectation) “Stop!” screeched Mum, “I have had enough.” (Year 5 expectation)</p> <p>Lower case if speech continues: “I like that,” smiles Sarah, “because it’s exactly what I asked for.”</p> <p>Upper case if two separate sentences: “When is your birthday?” asked the child. “I would like to get you a present.”</p>
	Cohesion between sentences and paragraphs	<p>The way in which text is ‘stuck together’ using clear signals for a reader. Link ideas across paragraphs. Including time adverbials, place adverbials and number adverbials.</p>	Use of words such as – finally, thus, however
	Formal	<p>Language used in situations that are serious or with people we don’t know well. No contractions!</p>	She has decided to accept the job.
	Informal	<p>Language more commonly used in situations which are relaxed and involve people we know well.</p>	She’s decided to accept the job.
	Hyperbole	<p>Exaggeration which may be used for emphasis or humour.</p>	<p>Faster than the speed of light. My birthday will never come.</p>
	Figurative Language	<p>Using words or ideas to suggest meaning and mental images – onomatopoeia (Year 4), simile (Year 4), hyperbole, metaphor .</p>	<p>Personification = giving innate objects human characteristics e.g. the pen danced across the page.</p> <p>Metaphor = comparing two thing without using the word ‘like’ or ‘as’ e.g. He was a lion in the fight.</p>

	Ambiguity	A word or sentence which is not clear about its intention or meaning.	Commas for clarity to avoid ambiguity: Let's eat Grandma. Let's eat, Grandma. The chef found inspiration in cooking her family and her dog. The chef found inspiration in cooking, her family and her dog. Ambiguous sentences that don't need a comma: Sarah gave her dog a bath wearing a pink t-shirt. = Who is wearing the pink t-shirt? We saw her duck. = animal duck or duck down?
	Modifiers	A word, phrase or clause which functions as an adjective or an adverb to describe a word or make its meaning more specific.	Lee caught a <u>small</u> mackerel. Lee <u>accidentally</u> caught a small whelk.
	Abstract noun	A noun that you cannot sense. More of an emotion, an idea or an ideal.	Justice, bravery, happiness
	Concrete noun	A noun that can be experienced through out senses.	Door, room, toy
	Converting	Converting nouns or adjectives into verbs using suffixes	for example: -ate; -ise; -ify
	Prefixes	Linked to Year 3 Verb prefixes for example, dis-, de-, mis-, over- and re-	
	Fact Opinion	Something that is true. A personal idea or thought about something, which may or may not be true. Others may disagree.	Fact = Your heart pumps blood through your body. Opinion = I think Disney is the best!

	Subordinating conjunction AWHITEBUS	A subordinating conjunction introduces/creates a subordinate clause that is dependent on a main clause to qualify it. Introduce a wider range of conjunctions using AWHITEBUS. Varying position and use of , *This is new and a progression from Year 3/4.	Although it was raining, the children went out to play. The children went out to play although it was raining.
	Co-ordinating conjunction FANBOYS	Co-ordinating conjunctions join two main clauses. The main co-ordinating conjunctions are FANBOYS . *This is new and a progression from Year 3/4.	The clouds were a dark grey for it was raining. I had a terrible cold last week yet I still went to work.
	Superlative	The superlative is the utmost degree of something. The best or the most.	Happiest/strongest/longest/ Prettiest/bluest That was the most fun we have had in ages!

Year 6 Grammar Progression:

Grammar should be taught explicitly: pupils should be taught the terminology and concepts and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

Conjunctions taught in Year 5 and to consolidate in Year 6:	Statutory Skills (based on NC):	Definition:	Examples:
<p><u>Coordinating conjunctions:</u> FANBOYS</p> <p><u>Subordinating Conjunctions (vary positions):</u> AWHITEBUS</p>	Subject	The subject of a sentence is the person, place, thing or idea that is <i>doing or being</i> something. You can find the subject of a sentence if you find the verb . Ask the question, "Who or what is <i>doing or being</i> ?" The answer to that question is the subject.	<p>The man ate a cream cake.</p> <p>The windows were cleaned by Fred.</p>
	Object	The object is the thing or person that is involved in an action, but does not carry it out.	<p>The man ate a cream cake.</p> <p>The windows were cleaned by Fred.</p>
	Active voice	When the subject performs the action in the sentence. Subject at the beginning = SVO	<p>Will kicked the ball.</p> <p>S V O</p>
	Passive voice	When the object performs the action in the sentence. Object first = OVS	<p>The ball was kicked by Will.</p> <p> O V S</p>
	Synonym	Synonyms are words with the same or similar meaning. Use a thesaurus to find synonyms of words.	Joyful is a synonym for Happy .
	Antonym	Words with opposite meanings are called antonyms. A thesaurus will often show the antonym of a word.	Miserable/unhappy are antonyms of Happy .
	Dash	A line used to separate a sentence where there is an interruption which disrupts the flow. Mark boundary of an independent clause.	Bill doesn't like chips – or so he says.
	Hyphenated words	Hyphenated words are used to avoid ambiguity. Also used: Between parts of a compound word. Between a prefix and a root word where two vowels are the same. When a word needs to be divided at the end of a line. Between numbers and fractions.	<p>A man-eating snake instead of a man eating shark.</p> <p>Co-ordinate / re-enter/ cross-section/ re-educate</p>

			Twenty-eight Three-quarters
	Colon	This is used to provide a pause before introducing related information. The sentence before the colon must make sense on its own. This may in the form of a list. Use before reported speech.	Eva likes two things: dancing and chocolate. You may be required to bring many items: sleeping bags, pans, and warm clothing. Sarah shouted: "Don't look!"
	Semicolon Step 1 – Replace conjunction to join two main clauses. (Children should know what a main clause is) Step 2 – Learning to use a conjunctive adverb with a semicolon. Step 3 – Semicolon in an extended list.	This is used to connect independent/main clauses with related information. It replaces a conjunction. Could use a conjunctive adverb. Or use a semicolon in a list when the list of items is more than one word.	Step 1: Eva loves lollies; strawberry ones are her favourite. Step 2: Matt likes Victoria sponge cake; however, Jeff likes carrot cake. Step 3: When it snows children can make different types of snowmen; have snowball fights on the way home from school; sledge down hills; make snow angels by lying on the ground and moving their arms and legs.
	Personification	Personification is giving an object human characteristics such as emotions, sensations, speech and physical movements.	The cruel waves crashed mercilessly and swallowed the poor swimmer.
	Inverted commas to indicate direct speech	Where the speaker is identified between two sections of writing. *Confidently use a range of speech techniques.	"Stop!" screeched Mum. (Year 3 expectation) Mum screeched, "Stop!" (Year 4 expectation) "Stop!" screeched Mum, "I have had enough." (Year 5 expectation) Lower case if speech continues: "I like that," smiles Sarah, "because it's exactly what I asked for." Upper case if two separate sentences: "When is your birthday?" asked the child. "I would like to get you a present."

	Bullet points	Bullet points organise information into a list, with each bullet point starting on a new line. A printed dot is known as a bullet and the word or sentence following it is sometimes known as the point.	The children took part in many activities, including: <ul style="list-style-type: none"> • Raft building • Archery • Team building games
	Ellipses	An ellipses (elipses: plural) is a punctuation mark consisting of three dots. It is used to show that words have been omitted from a quotation or to create a pause for effect. More specifically, an ellipsis can be used: <ol style="list-style-type: none"> 1. To show an omission of a word or words (including whole sentences) from a text. 2. To create a pause for effect. 3. To show and unfinished thought. 4. To show a trail off into silence. 	<ol style="list-style-type: none"> 1. The brochure states: “The atmosphere is tranquil...and you cannot hear the train’s.” (omitted text). 2. A credit card stolen in London was used to pay for a Chinese meal five hours later...in Bangkok. (Pause for effect) 3. “Yeah? Well, you can just...” (unfinished thought). 4. Standing tall and with the Lord’s prayer mumbling across our lips, we entered the chamber...” (Trail off into silence)
	Subjunctive mood	This is used to convey a mood and is often used in formal writing - giving advice. The verb form ‘was’ is often replaced by ‘were’.	<p>If I were you, I would remember the subjunctive mood.</p> <p>If I were you, I would go and find another friend to play with.</p>
	Verb form Present/past progressive (ing verb)	The progressive form of a verb that shows continuous action. It can be used in the past, present and future tenses.	<p>I was walking. (past progressive)</p> <p>I am walking. (present progressive)</p> <p>I will be walking. (future progressive)</p>
	Verb form Present/past perfect	The perfect form of a verb shows actions that are completed. Present perfect – actions which are now completed. Past perfect – actions which were completed by a particular point in the past. *See examples on the last page.	<p>Past perfect examples:</p> <p>Had met: She had met him before the party. Had left: The plane had left by the time I got to the airport. Had written: I had written the email before he apologized.</p> <p>Present perfect examples:</p> <p>I have walked to school. She has eaten an apple.</p>

	Subordinating conjunction AWHITEBUS	A subordinating conjunction introduces/creates a subordinate clause that is dependent on a main clause to qualify it. Introduce a wider range of conjunctions using AWHITEBUS. Varying position and use of ,	Although it was raining, the children went out to play. The children went out to play although it was raining.
	Co-ordinating conjunction	Co-ordinating conjunctions join two main clauses. The main co-ordinating conjunctions are FANBOYS .	The clouds were a dark grey for it was raining. I had a terrible cold last week yet I still went to work.
	Modal verbs	Modal verbs appear before a main verb and they indicate degrees of possibility. Could, would, should, might, can, must, will	I might have chips for tea. We could use that bucket to collect water in. She will walk to school tomorrow.
	Formal and informal vocabulary	Formal language is used for writing that is more official. Informal is used for more relaxed situations.	See Write Like a Ninja book page 23.
	Use of I in formal writing.	If this phrase is the subject, then it's "Sally and I." If it's an object, then it's "Sally and me." Another way to keep them straight is to think about which first person plural pronoun you would use. If you would use "we," then it's "Sally and I;" if you would use "us," then it's "Sally and me."	
	Formal/informal 'voice'	We use a different 'voice' in different situations. Different types of writing require a different 'voice' and therefore a different use of the English language.	Informal 'voice': writing stories and poetry, postcards or letters to friends, emails or text messages. Include rhetorical questions. Formal 'voice': a business letter, instructions, explanations and reports.

Present perfect tense

We form the present perfect tense with **have / has + past participle**.

I You We They	have	eaten	an apple.
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He She It John	has	eaten	an apple.
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Present Perfect Tense

Subject	Helping Verb	Main Verb (Past Participle)
I You They We	have	decided finished lost chosen
She He It	has	gone

PAST PERFECT AFFIRMATIVE			
Singular	I	had	found
	you		seen
	he she it		been
			closed
Plural	you we they	had	thought
			talked
			cleaned
			bought
subject + had + past participle			

Subject	Had	Past participle
I	Had	Arrived Eaten
You	Had	Arrived Eaten
He	Had	Arrived Eaten
She	Had	Arrived Eaten
It	Had	Arrived Eaten
We	Had	Arrived Eaten
They	Had	Arrived Eaten

Year 3 Writing	
Planning, Writing and Editing	<ul style="list-style-type: none"> To begin to use ideas from their own reading and modelled examples to plan their writing.
	<ul style="list-style-type: none"> To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.
	<ul style="list-style-type: none"> To begin to organise their writing into paragraphs around a theme.
	<ul style="list-style-type: none"> To compose and rehearse sentences orally (including dialogue).
Awareness of Audience, Purpose and Structure	<ul style="list-style-type: none"> To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand & learn from its structure, vocabulary & grammar.
	<ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
	<ul style="list-style-type: none"> To make deliberate ambitious word choices to add detail.
	<ul style="list-style-type: none"> To begin to create settings, characters and plot in narratives.
GPS Link: Sentence Construction and Tense	<ul style="list-style-type: none"> To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
	<ul style="list-style-type: none"> To use 'a' or 'an' correctly throughout a piece of writing.
GPS Link: Punctuation	<ul style="list-style-type: none"> To use the full range of punctuation from previous years: <ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks; commas in a list; apostrophes to mark singular possession and contractions
	<ul style="list-style-type: none"> To punctuate direct speech accurately, including the use of <u>inverted commas</u>.
	<ul style="list-style-type: none"> To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.
	<ul style="list-style-type: none"> To use a range of conjunctions, adverbs and prepositions to show time, place and cause.
GPS: Use of Phrase & Clause	<ul style="list-style-type: none"> To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.
	<ul style="list-style-type: none"> To use a range of conjunctions, adverbs and prepositions to show time, place and cause.
GPS Link: Use of Terminology	<p>To recognise and use the terms:</p> <ul style="list-style-type: none"> preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas/ speech marks

Year 4 Writing	
Planning, Writing and Editing	<ul style="list-style-type: none"> To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
	<ul style="list-style-type: none"> To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader
	<ul style="list-style-type: none"> To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.
Awareness of Audience, Purpose and Structure	<ul style="list-style-type: none"> To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)
	<ul style="list-style-type: none"> To write a range of narratives that are well- structured and well-paced
	<ul style="list-style-type: none"> To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere
	<ul style="list-style-type: none"> To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.
GPS Link: Sentence Construction and Tense	<ul style="list-style-type: none"> To always maintain an accurate tense throughout a piece of writing
	<ul style="list-style-type: none"> To always use <u>Standard English verb inflections</u> accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.
GPS Link: Punctuation	<ul style="list-style-type: none"> To use the full range of punctuation from previous years capital letters, full stops, question marks and exclamation marks; comma in a list; apostrophes to mark singular possession and contractions; inverted commas for speech
	<ul style="list-style-type: none"> To use all of the necessary punctuation in <u>direct speech</u>, including a comma after the reporting clause and all end punctuation within the inverted commas
	<ul style="list-style-type: none"> To consistently use <u>apostrophes</u> for singular and plural possession.
GPS: Use of Phrase & Clause	<ul style="list-style-type: none"> To use <u>subordinate clauses</u>, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences
	<ul style="list-style-type: none"> To <u>expand noun phrases</u> with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit
	<ul style="list-style-type: none"> To <u>consistently choose nouns or pronouns</u> appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
GPS Link: Use of Terminology	<ul style="list-style-type: none"> To recognise and use the terms from Year 3 (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted comma/ speech marks)
	<p>To recognise and use the Year 4 terms of:</p> <ul style="list-style-type: none"> determiner pronoun possessive pronoun adverbial

Year 5 Writing	
Planning, Writing and Editing	<ul style="list-style-type: none"> To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
	<ul style="list-style-type: none"> To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed
	<ul style="list-style-type: none"> To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details
	<ul style="list-style-type: none"> To consistently link ideas across paragraphs
	<ul style="list-style-type: none"> To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.
Awareness of Audience, Purpose and Structure	<ul style="list-style-type: none"> To consistently produce sustained & accurate writing from different narrative & non-fiction genres with appropriate structure, organisation & layout devices for a range of audiences & purposes
	<ul style="list-style-type: none"> To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace
	<ul style="list-style-type: none"> To regularly use dialogue to convey a character and to advance the action
	<ul style="list-style-type: none"> To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear
GPS Link: Sentence Construction and Tense	<ul style="list-style-type: none"> To use a range of <u>adverbs and modal verbs</u> to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
	<ul style="list-style-type: none"> To ensure the consistent and correct use of tense throughout all pieces of writing.
GPS Link: Punctuation	<ul style="list-style-type: none"> To use the full range of punctuation from previous years capital letters, full stops, question marks and exclamation marks; comma in a list; apostrophes to mark possession and contractions; full speech
	<ul style="list-style-type: none"> To use <u>commas consistently to clarify meaning or to avoid ambiguity</u>
	<ul style="list-style-type: none"> To use <u>brackets, dashes or commas</u> to indicate parenthesis.
GPS: Use of Phrase & Clause	<ul style="list-style-type: none"> To use a <u>wide range of linking words/phrases</u> between sentences and paragraphs to build cohesion, including: <ul style="list-style-type: none"> time adverbials (e.g. later) place adverbials (e.g. nearby) number (e.g. secondly).
	<ul style="list-style-type: none"> To use <u>relative clauses</u> beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g .Professor Scriffle, who was a famous inventor, had made a new discovery
	<ul style="list-style-type: none"> To recognise and use the terms from Lower KS2 (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted comma/ speech marks, determiner, pronoun, possessive pronoun, adverbial)
	<p>To recognise and use the Year 5 terms of:</p> <ul style="list-style-type: none"> Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash cohesion ambiguity
GPS Link: Use of Terminology	

Year 6 Writing			
Planning, Writing and Editing	<ul style="list-style-type: none"> To note down and develop initial ideas, drawing on reading and research where necessary 		
	<ul style="list-style-type: none"> To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) 		
	<ul style="list-style-type: none"> To use a wide range of devices to build cohesion within and across paragraphs 		
	<ul style="list-style-type: none"> To habitually proofread for spelling and punctuation errors 		
	<ul style="list-style-type: none"> To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 		
	<ul style="list-style-type: none"> To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. 		
Awareness of Audience, Purpose and Structure	<ul style="list-style-type: none"> To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). 		
	<ul style="list-style-type: none"> To distinguish between the language of speech and writing and to choose the appropriate level of <u>formality</u> 		
	<ul style="list-style-type: none"> To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; <u>using passive verbs</u> to affect how information is presented; using <u>modal verbs</u> to suggest degrees of possibility). 		
GPS Link: Sentence Construction and Tense	<ul style="list-style-type: none"> To ensure the <u>consistent and correct use of tense</u> throughout all pieces of writing, including the correct <u>subject and verb agreement</u> when using <u>singular and plural</u>. 		
GPS Link: Punctuation	<ul style="list-style-type: none"> To use the full range of punctuation from previous years 		
	<ul style="list-style-type: none"> Consistent and accurate use of: <ul style="list-style-type: none"> Semi-colons dashes colons hyphens use such punctuation precisely to enhance meaning and avoid ambiguity. 		
GPS: Use of Phrase & Clause	<ul style="list-style-type: none"> To use the <u>subjunctive form</u> in formal writing 		
	<ul style="list-style-type: none"> To use the <u>perfect form</u> of verbs to mark relationships of time and cause 		
	<ul style="list-style-type: none"> To use the <u>passive voice</u> To use question tags in informal writing. 		
GPS Link: Use of Terminology	<ul style="list-style-type: none"> To recognise and use the terms from Year 5 (determiner, pronoun, possessive pronoun, adverbial) 		
	<ul style="list-style-type: none"> To recognise and use the Year 6 terms of: <table border="1" data-bbox="359 1825 1495 1986"> <tr> <td> <ul style="list-style-type: none"> Subject Active Antonym colon </td> <td> <ul style="list-style-type: none"> Passive Ellipsis semi-colon Object </td> <td> <ul style="list-style-type: none"> Synonym hyphen bullet points </td> </tr> </table> 	<ul style="list-style-type: none"> Subject Active Antonym colon 	<ul style="list-style-type: none"> Passive Ellipsis semi-colon Object
<ul style="list-style-type: none"> Subject Active Antonym colon 	<ul style="list-style-type: none"> Passive Ellipsis semi-colon Object 	<ul style="list-style-type: none"> Synonym hyphen bullet points 	

Mathematics: Year 3						
Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Properties of shapes	Statistics
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p in practical contexts tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events, for example to calculate the time taken by particular events or tasks. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions such as ‘How many more?’ and ‘How many fewer?’ using information presented in scaled bar charts and pictograms and tables.

Mathematics: Year 4							
Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry		Statistics
					Properties of shape	Position & direction	
<p>Pupils should be taught to</p> <ul style="list-style-type: none"> count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recall multiplication and division facts for multiplication tables up to 12×12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Convert between different units of measure (e.g. kilometre to metre; hour to minute) measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares estimate, compare and calculate different measures, including money in pounds and pence read, write and convert time between analogue and digital 12 and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Mathematics: Year 5							
Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry		Statistics
					Properties of shape	Position & direction	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. know and use the vocabulary of prime numbers, prime factors and composite (non-prime) number establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) Solve problems involving addition, subtraction, multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$) add and subtract fractions with the same denominator and multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$) recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator hundred, and as a decimal fraction 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 with a denominator of a multiple of 10 or 25. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; millimetre; gram and kilogram; litre and millilitre) understand and use equivalences between metric units and common imperial units such as inches, pounds and pints measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water) solve problems involving converting between units of time use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees ($^\circ$) identify: <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90° use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables.

Mathematics: Year 6							
Number & place value	Addition, subtraction, multiplication and division and algebra	Fractions	Ratio and proportion	Measurement	Geometry		Statistics
					Properties of shape	Position & direction	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • perform mental calculations, including with mixed operations and large numbers. • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. <p>Algebra: Pupils should be taught to:</p> <ul style="list-style-type: none"> • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • *find pairs of numbers that satisfy number sentences involving two unknowns • *enumerate all possibilities of combinations of two variables. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions >1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$) • divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$) • associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$) • identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average.

Science Knowledge and Progression

Animals including humans	Plants	Living things and their habitats	Rocks	Light	Forces and magnets	States of Matter	Electricity	Sound
Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get their nutrition from what they eat	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	Recognise that living things can be grouped in a variety of ways	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Recognise that they need light in order to see things and that dark is the absence of light	Compare how things move on different surfaces	Compare and group materials together according to whether they are solids, liquids or gases	Identify common appliances that run on electricity	Identify how sounds are made, associating some of them with something vibrating
Identify that humans and some other animals have skeletons and muscles for support, protection and movement	Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Describe in simple terms how fossils are formed when things that have lived are trapped within rock	Notice that light is reflected from surfaces	Notice that some forces need contact between two objects, but magnetic forces can act at a distance	Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	Recognise that vibrations from sounds travel through a medium to the ear
Describe the simple functions of the basic parts of the digestive system in humans	Investigate the way in which water is transported in plants	Recognise that environments can change and that this can sometimes pose dangers to living things	Recognise that soils are made from rocks and organic matter	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes	Observe how magnets attractor repel each other and attract some materials and not others	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery	Find patterns between the pitch of a sound and features of the object that produced it
Identify the different types of teeth in humans and their simple functions	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals	Earth and Space	Find patterns in the way that the size of shadows change	Describe magnets as having two poles	Properties and changes of materials	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	Recognise that sounds get fainter as the distance from the sound source increases
Construct and interpret a variety of food chains, identifying producers, predators and prey	Evolution and inheritance	Give reasons for classifying plants and animals based on specific characteristics	Describe the movement of the Earth, the other planets, relative to the Sun in the Solar System	Recognise that shadows are formed when the light from a light source is blocked by a solid object	Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets	Recognise some common conductors and insulators, and associate metals with being good conductors	Find patterns between the volume of a sound and the strength of the vibrations that produced it
Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Describe the movement of the Moon relative to the Earth	Recognise that light appears to travel in straight lines	Predict whether two magnets will attract or repel each other, depending on which poles are facing	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Describe the life process of reproduction in some plants and animals	Describe the Sun, Earth and Moon as approximately spherical bodies	Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	Forces	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating	Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches	
Describe the ways in which nutrients and water are transported within animals, including humans	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution		Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	Explain that we see things because light travels from light sources to our eye or from light sources to objects and then to our eyes	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Give evidence based reasons, from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Use recognised symbols when representing a simple circuit in a diagram	
Describe the changes as humans develop to old age				Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them	Identify the effects of air resistance, water resistance and friction, that act between moving surfaces	Demonstrate that dissolving, mixing and changes of state are reversible changes		
Year 3 					Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	Explains that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid and bicarbonate of soda		
Year 4 								
Year 5 								
Year 6 								

Year Group	Year 3	Year 4	Year 5	Year 6	To consider...
Observation and Conclusion	<ul style="list-style-type: none"> • Answer questions using evidence and ask questions about what they see • Make relevant observations and give simple reasons and explanations for what they have seen 	<ul style="list-style-type: none"> • Choose what observations to make and think of questions to ask during testing. • Compare what happened to what might have happened and give simple explanations • Examine closely, make a precise series of observations and measurements and question what is seen • Classify simple features – e.g. flower, tree 	<ul style="list-style-type: none"> • Make systematic and careful observations and comparisons both over short and longer time • Categorise observations and begin to make theories and ask relevant questions • Provide explanations using precise scientific language 	<ul style="list-style-type: none"> • Make judgements, conclusions and theories about what has been seen, and support these with known facts • Use straightforward scientific evidence to answer questions or support findings 	<ul style="list-style-type: none"> • Evaluate the results of observations • Combine observations to give new hypotheses • Look for and understand poor data Identify differences, similarities or changes related to simple scientific ideas and processes
Enquiry, Prediction and Testing	<ul style="list-style-type: none"> • Begin to make predictions about what might happen • Understand key factors that make a fair test, including using apparatus effectively and safely 	<ul style="list-style-type: none"> • Identify features of a fair test and carry out a fair test with help • Select suitable equipment and predict before testing 	<ul style="list-style-type: none"> • Decide on the best approaches for enquiry and make predictions based on scientific knowledge; repeat test if necessary • Describe or show how to vary a variable and keep others the same to keep the test fair 	<ul style="list-style-type: none"> • Offer explanations for differences and modify tests to ensure fairness and accuracy • Plan different types of scientific enquiries to answer questions • Make practical suggestions about working methods and improvements • Use results to draw simple conclusions, make predictions for new values, suggest improvements 	<ul style="list-style-type: none"> • Develop further observations and experiments from results • Use a range of scientific enquiry to answer questions • Use test results to make predictions and to set up further comparative and fair tests
Data Collection	<ul style="list-style-type: none"> • Gather and record data to help in answering questions and understand why this is important • Use tallies to count in surveys and other means suitable to the Year 3 maths curriculum • Make recognisable sketches of their observations (in line with art expectations) 	<ul style="list-style-type: none"> • Recognise the importance of taking own systematic data collection, as well as secondary evidence from books • Use graphs to find and interpret patterns 	<ul style="list-style-type: none"> • Recognise the importance of the evidence collected and the importance of precise measuring • Compare and identify data patterns from a range of sources • Know the work of some scientists 	<ul style="list-style-type: none"> • Gather and classify data in a variety of ways • Distinguish and discriminate between different elements of data 	<ul style="list-style-type: none"> • Identify scientific evidence that has been used to support or refute ideas or arguments. • Take accurate measurements using a range of equipment, including thermometers, with increasing accuracy and precision • Repeat readings when appropriate
Recording	<ul style="list-style-type: none"> • Begin to use cause and effect in their explanations, and some scientific vocabulary • Use simple tables, charts and line graphs to present their findings • Identify, classify and use bulleted lists 	<ul style="list-style-type: none"> • Record and label sketches and diagrams, sometimes with notes • Record a series of observations in different ways, including graphs and use of ICT. 	<ul style="list-style-type: none"> • Understand and begin to use both quantitative and qualitative data • Record and present data systematically in a variety of ways – tables, bar charts, line graphs 	<ul style="list-style-type: none"> • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables • Record findings using scientific language, labelled diagrams, keys, charts, graphs and tables 	<ul style="list-style-type: none"> • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results

Art Progression

Year Group	Year 3	Year 4	Year 5	Year 6	To consider...
Exploring and Developing	<ul style="list-style-type: none"> Investigate pattern and shape in the environment Explore ideas and collect information in a sketch book Reproduce from memory, observation or imagination 	<ul style="list-style-type: none"> Begin to work more abstractly Use a sketchbook to make notes about artists, skills and techniques Experiment with mood using colour 	<ul style="list-style-type: none"> Use other cultures and times as a stimulus Experiment with the styles of different artists, architects and designers 	<ul style="list-style-type: none"> Use inspiration from other cultures Experiment with combinations of materials and techniques Keep and use detailed notes in sketch book 	<ul style="list-style-type: none"> Use a full range of design, experimentation, exploration alongside the work of others to develop their own work
Using Materials	<ul style="list-style-type: none"> Use a range of materials / processes to show ideas / meanings Create collage with range of materials and textures 	<ul style="list-style-type: none"> Mix and use tertiary paints, as well as use watercolour to produce a wash Use a digital camera to produce art work and edit with a programme Use a range of materials and techniques in 3D work, e.g. mosaic, montage and other effects 	<ul style="list-style-type: none"> Use a combination of visual and tactile ideas Select appropriate and combine different materials in different ways Make specific choices between different processes and materials 	<ul style="list-style-type: none"> Understand the importance of preparing materials before working Produce work that sometimes can be both visual and tactile 	<ul style="list-style-type: none"> Make specific decisions about using different visual and tactile effects towards an end point
Evaluating	<ul style="list-style-type: none"> Explore ideas and change what they have done to give a better result 	<ul style="list-style-type: none"> Adapt and refine work to reflect purpose 	<ul style="list-style-type: none"> Appraise the ideas, methods and approaches used in others' work, using a critical approach Use the appraisal of others for improvement 	<ul style="list-style-type: none"> Consider the end point when adapting and improving their work 	<ul style="list-style-type: none"> Analyse and comment on their own and others' ideas, methods and approaches Make on-going revisions Refine their work, often with several adaptations, to move towards an end point
Control and Expertise	<ul style="list-style-type: none"> Use a range of pens, pencils, pastels and charcoal Make a variety of lines, using different sizes and thicknesses Mix secondary colours to make a wide range of new colours Use shading to create different effects 	<ul style="list-style-type: none"> Create texture by adding dots and lines, using graded pencils and brushes Make different tones of colour using black and white Use repeat pattern in design Indicate movement using lines and repeated patterns in design 	<ul style="list-style-type: none"> Show tone and texture using hatching and cross hatching Use a program to create mood within digital photography Show shadow or reflection by shading 	<ul style="list-style-type: none"> Develop and improve their own style Use drawings to show movement Combine a range of colours, tints, tones and shades Get across feeling and emotion through their work 	<ul style="list-style-type: none"> Choose to use a limited range of colour to produce a chosen effect Begin to use perspective in both abstract and real life art Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others

Computing Knowledge and Progression

	Year 3	Year 4	Year 5	Year 6
Online Safety	The PSHE/ RSE policy was significantly updated in Spring 2021. At this point it was decided to not confuse matters with having e-safety in two separate areas and so e-safety points have been moved to the PSHE area of our curriculum.			
Programming 2021/2022	<ul style="list-style-type: none"> Use a wide range of Scratch environmental skills Understand sequences and simple inputs and can use them independently to adapt and create programs. Plan what my new project will do and which objects it will use in an oral or written format. 	<ul style="list-style-type: none"> Use a wide range of Scratch environmental skills Understand sequences and simple inputs and can use them independently to adapt and create programs. Plan what my new project will do and which objects it will use in an oral or written format. 	<ul style="list-style-type: none"> Understand count-controlled-loops in algorithm and code and can use them independently to adapt and create programs. I can understand simple indefinite-loops in algorithm and code and can use them independently to adapt and create programs. I can plan what my new project will do, which objects it will use and draw a picture to show where objects might be on the screen. 	<ul style="list-style-type: none"> Understand count-controlled-loops in algorithm and code and can use them independently to adapt and create programs. I can understand simple indefinite-loops in algorithm and code and can use them independently to adapt and create programs. I can plan what my new project will do, which objects it will use and draw a picture to show where objects might be on the screen.
Information Technology	<ul style="list-style-type: none"> adapt an already written paragraph using key “Word processing” skills of formatting, aligning, bullet points and text boxes. create a PPP, which uses Word Processing skills, that has slides inserted and images with textbox explanations and is also appropriate to the theme create a new slide with appropriate format and can choose an appropriate theme for a presentation. add in text and import a graphic into a slide apply a transition so that slides change from one slide to another in a more interesting way yet Limit transitions to one method for the whole presentation To record voices to enhance presentations and to be able to manipulate images around a scene (Puppet Pals2 - ipads) 	<ul style="list-style-type: none"> manipulate an image: <ol style="list-style-type: none"> using specific tools such as brush, paint, colours and shapes by adding lines and changing their thickness to recolour an image and removing the background <ul style="list-style-type: none"> use PPP media to manipulate and edit, including cropping, of images and audio plan and make a sequence of PPP slides to present to a specific audience including backgrounds, slide layout, appropriate images, sounds and appropriate transitions using the automated options. plan and produce a seamless stop motion animation which uses the skills of: onion skinning, taking photos, deleting unwanted frames. Use Purple Mash to understand databases and their purpose and then apply to an already made database using real life data using the skills of search, sort, filter and refine. (Right Move - Argos - Auto Trader, First Choice Holidays etc) 	<ul style="list-style-type: none"> Use a spreadsheet to produce the correct graph for the correct purpose which includes the skills of: cell, column and row manipulation. Use Publisher to incorporate images and text which involve manipulating images, layering and grouping objects. Use green screen software to produce a video that combines media from 2 different sources using the skills of videoing onto a green screen, trimming media, layering to front and back. Use book creator to create an information booklet to insert text, images and font changes alongside recording sound from images they find themselves (hyperlinks) 	<ul style="list-style-type: none"> To understand, complete and create a simple survey with multiple questions with the understanding of the question types. Plan and create a video produced from multiple media sources. That includes the skills of recording, layering, trimming and takes into account camera distance and angles. Using Spreadsheet software, use a formula, including sum, average and times functions. To work in a pairs to plan and produce an animated video that includes the skills of recording and exporting video

Because of the significant changes to the Computing Curriculum for 2021/22, we have devised a three year plan to ensure coverage. Year 1 is above.

<p>Programming 2022/2023</p>	<ul style="list-style-type: none"> • Use a wide range of Scratch environmental skills • Understand sequences and simple inputs and can use them independently to adapt and create programs. • Plan what my new project will do and which objects it will use in an oral or written format. 	<ul style="list-style-type: none"> • Understand count-controlled-loops in algorithm and code and can use them independently to adapt and create programs. • I can understand simple indefinite-loops in algorithm and code and can use them independently to adapt and create programs. • I can plan what my new project will do, which objects it will use and draw a picture to show where objects might be on the screen. 	<ul style="list-style-type: none"> • I can understand conditional-selection in algorithm and code and can use them independently to adapt and create programs. • I can understand conditional-selection within an indefinite-loops in algorithm and code and can use it independently to adapt and create programs. • I can decompose an idea into multiple parts and solve each part separately. • I can plan what my new project will do, which objects it will use and write planning algorithms for some of my programming. 	<ul style="list-style-type: none"> • I can understand conditional-selection in algorithm and code and can use them independently to adapt and create programs. • I can understand conditional-selection within an indefinite-loops in algorithm and code and can use it independently to adapt and create programs. • I can decompose an idea into multiple parts and solve each part separately. • I can plan what my new project will do, which objects it will use and write planning algorithms for some of my programming.
<p>Programming 2023/2024</p>	<ul style="list-style-type: none"> • Use a wide range of Scratch environmental skills • Understand sequences and simple inputs and can use them independently to adapt and create programs. • Plan what my new project will do and which objects it will use in an oral or written format. 	<ul style="list-style-type: none"> • Understand count-controlled-loops in algorithm and code and can use them independently to adapt and create programs. • I can understand simple indefinite-loops in algorithm and code and can use them independently to adapt and create programs. • I can plan what my new project will do, which objects it will use and draw a picture to show where objects might be on the screen. 	<ul style="list-style-type: none"> • I can understand conditional-selection in algorithm and code and can use them independently to adapt and create programs. • I can understand conditional-selection within an indefinite-loops in algorithm and code and can use it independently to adapt and create programs. • I can decompose an idea into multiple parts and solve each part separately. • I can plan what my new project will do, which objects it will use and write planning algorithms for some of my programming. 	<ul style="list-style-type: none"> • I can understand basic procedures in algorithm and code and can use them independently to adapt and create programs. • I can understand variables as placeholders in algorithm and code and can use them independently to adapt and create programs. • I can understand how variables can change in algorithm and code and can use them independently to adapt and create programs. • I can plan what my new project will do, which objects it will use, how to initialise parts of my project and write planning algorithms for most of my programming.

DT Progression of Knowledge and Skills

DT	AUTUMN	SPRING	SUMMER
Year 3	<p>Food Strictly Bake off (Term Topic) Healthy and varied diet (including cooking and nutrition requirements for KS2) Communication, Awareness of different cultures, Research</p>	<p>Textiles Animal Finger Puppets (Brazil topic) Resilience, Humanity, Organisation</p>	<p>Food Pizza making (Romans topic) Communication, Awareness of different cultures, resilience, research</p>
Year 4	<p>Mechanical Systems Cams model Research, Decision making, Resilience</p>	<p>Food (Natural disaster topic – climbing mountains) Producing an energy bar to be used in an outdoor survival setting. Awareness of different cultures, Humanity, Research</p>	<p>Electrical Systems Simple circuits and switches (including programming and control) Linked with Science topic. Resilience, organisation, communication</p>
Year 5	<p>Textiles Victorian cross-stitched bookmarks Resilience, Cultural Awareness, Organisation</p>	<p>Structures Catapults Communication, Decision Making, Research. Greek Vases (clay based design) Prior knowledge of Roman pots in Y3. Making, Cultural Awareness, Organisation</p>	<p>Food (salads) Healthy and varied diet with (including cooking and nutrition requirements for KS2) Note – To progress from healthy eating done in Y3. Could we compare Summer and Winter veg/ fruit and then target your healthy salads to a Summer/ Winter audience... (Seasonal fruit and veg) Research, Humanity, Decision Making</p>
Year 6	<p>Au 2 (WWII) Food Survival Food – Biscuits on a ration <u>Extra (Won't do if can avoid)</u> Trashion Show Using the recyclable materials, children make outfits and produce a fashion show which is shown to parents. Organisation, Communication</p>	<p>Mechanical Systems Waterclocks (if intec/ legoman can not provide what you want to do). Resilience, organisation, communication</p>	<p>Su 1 (maybe spring)- Electrical systems Burglar alarm (Poppets or components) Structures Shelters- making them waterproof/ firm</p>

Year Group	Year 3	Year 4	Year 5	Year 6	Beyond
Design and Develop	<ul style="list-style-type: none"> • Generate ideas, & plan what to do next, using their experience of materials and components • Draw pictures with labels, with some text/ words to say how the product will be useful 	<ul style="list-style-type: none"> • Use what they know about the properties of materials • Investigate a range of products to see how they work, and how they are physically made, including joints • Ensure that plans are realistic and appropriate for the aim, showing the order of working in plans • Use slides and levers in plans; add electricity to create motion or make light 	<ul style="list-style-type: none"> • Understand designs must meet a range of criteria and constraints, taking users' views into account • Understand how some properties can be used – e.g. waterproof • Think ahead about the order of their work, produce step by step plans that prepare safely and make ongoing sketches and annotations 	<ul style="list-style-type: none"> • Design and develop more complex designs (with a clear eye to safety) to include wheels, belts and pulleys, and a combination of other mechanisms • Use sketches to show other ways of doing things – and then make choices • Meet an identified need – e.g. a meal for an older person – by selecting ingredients or materials • Use various sources of information and draw on them in design 	<ul style="list-style-type: none"> • Keep cost constraints in mind when selecting materials in design • Be aware of commercial aspects and incorporate these into their designs • Design including hydraulics and pneumatics when where appropriate • Draw scaled diagrams with increasing use of ratio • Calculate the amount of materials needed use this to estimate cost
Making	<ul style="list-style-type: none"> • Decide which tools to use for folding, joining, rolling & practise skills before using them. • Safely select tools and techniques appropriate to the job, using simple finishing techniques • Understand and use the terms ingredient and component • Understand main rules of food hygiene and weigh in grams using simple scales or balances 	<ul style="list-style-type: none"> • Choose and safely use tools and equipment which are appropriate for the job • Prepare for work by assembling components together before joining, measuring and cutting using cm, while scoring and folding for precision • Combine a number of components together in different ways to make them stronger, including joints and corners • Begin to select their own ingredients when safely and hygienically cooking or baking, making good presentation of food 	<ul style="list-style-type: none"> • Increasingly model their ideas before making • Measure accurately to centimetres and grams • Use a simple template for cutting out, including when using fabric • Join with a greater range of techniques – e.g. sewing techniques 	<ul style="list-style-type: none"> • Carry out tests to see if their design works • Measure and cut precisely to millimetres • Combine materials for strength and to improve how the product looks to stand the test of time • Understand how wheels, axles, turning mechanisms, hinges and levers all work together 	<ul style="list-style-type: none"> • Measure and cut out in precise detail, and make sure that finished products are carefully finished • Make separate elements of a model before combining into the finished article • Understand how an article might be mass produced • Produce a simple instruction manual or handbook for their product
Product and Evaluation	<ul style="list-style-type: none"> • Describe how a commercial product works and talk about how moving objects work • Use digital photography to present design or finished work • Recognise what they have done well and talk about what could be improved • Seek out the views and judgements of others as to how the product could be improved 	<ul style="list-style-type: none"> • Can alter and adapt original plans following discussion and evaluation, making the finished product neat and tidy • Recognise what has gone well, but suggest further practical improvements for the finished article 	<ul style="list-style-type: none"> • Carry out tests to see if their design works and make improvements from these tests • Make stable and strong joints to stand the test of time • Use proportions when cooking, by doubling and halving recipes, working in a safe and hygienic way 	<ul style="list-style-type: none"> • Refine the quality of the finished product throughout the making process • Clarify ideas through drawing and modelling 	<ul style="list-style-type: none"> • Research products using the internet • Test and evaluate commercial products, understanding how this information supports their own designs • Evaluate a range of different sources of information such as advertising and handbooks

Geography Progression

Year Group	Year 3 Local Geography – New Forest South America - biomes	Year 4 Mountains, Volcanos and Earthquakes	Year 5 Rivers and Water Cycle North America	Year 6 Castleton – Peak District
Geographical Study and Field Work	<ul style="list-style-type: none"> • Make detailed sketches whilst on field work and/or draw labelled diagrams • Use tally charts and simple tables to collect information, including taking digital photos 	<ul style="list-style-type: none"> • Use prediction and prior knowledge to find out about unknown places, and combine this with observation • Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires • Collect field measurements and statistics over time and present them appropriately on charts, graphs and tables, including an ICT database at some point 	<ul style="list-style-type: none"> • Draw on own knowledge and understanding when setting up a field work investigation • Make detailed and labelled field sketches, offering explanations for some features seen in field work, underlying reasons for observations • Examine, question, analyse what is discovered, using a range of evidence • Discriminate between different sources of information and test conclusions for accuracy • Collect temperature using a range of instruments, and compare these with information from the internet to discuss weather and climate 	<ul style="list-style-type: none"> • Suggest suitable questions for a field work study • Prepare questionnaires to investigate people’s views on an environmental issue • Rank information found into order of importance, coming to accurate conclusions • Make careful measurements - e.g. rainfall, noise level, distance, people and places – and use a range of graphs, including pie charts
Maps	<ul style="list-style-type: none"> • Draw simple maps and plans, sometimes with keys of the classroom or school. • Draw maps of local places, sketches from field work , beginning to use NSEW • Identify features on a map and know the main aspects of the British Isles using maps • Identify main regions of the world (tropics, continents, equator); identify countries visited 	<ul style="list-style-type: none"> • Use and draw maps with a simple key and grid references to work out routes on maps and plans to find longest and shortest routes • Plan routes using 4 points of the compass • Compare information from atlases with that from a globe • Use atlases, including their contents and index, and digital media that show physical & human features and how humans impact physical factors and vice versa. 	<ul style="list-style-type: none"> • Read and use the symbols on an OS map, using four figure grid references to locate points on a map and plan a route • Use aerial photography to show that the shortest route is not always the easiest route 	<ul style="list-style-type: none"> • Identify time differences around the world and calculate a journey time, using their knowledge of time zones • Confidently use OS maps to find places and features, and understand simple scale • Use 6 figure grid references • Use a compass to follow a route using the 8 cardinal points
Knowledge and Understanding	<ul style="list-style-type: none"> • Identify human or physical features – e.g. coast, paths, land use, including aerial photos • Understand similarities and differences in places both human or physical • Express views about local area and environment • Know the difference between weather and climate in both local and far reaching places 	<ul style="list-style-type: none"> • Understand that different places may have similar / different uses and characteristics and give reasons for these • Understand and use the concept of reciprocal link between physical and human features, e.g. bridge over river • Describe and identify how a place has changed such as economic development or weather 	<ul style="list-style-type: none"> • Understand why people choose to live in contrasting areas and compare their lives • Explain the process of erosion and deposition, and its effects on people both in the short and long term • Consider the future of some physical and human features, based on an understanding of change 	<ul style="list-style-type: none"> • Begin to understand geographical pattern – e.g. industry by a river • Describe how change can lead to similarities between different places • Use vocabulary of size to classify – hamlet, town, city • Explain and evaluate others’ views on topical issues or environmental change
Locational Knowledge:	Where appropriate, consider these aspects in all units: locate countries of Europe, North and South America, concentrating on environmental regions, key physical and human characteristics, cities, counties, key topographical features, land-use patterns and how these have changed over time. Identify position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/ Greenwich Meridian and time zones (including day and night)			

History Progression

Year Group	Year 3 Stonge Age, Bronze Age, Iron Age The Roman Empire	Year 4 The Saxons The Vikings Kings and Queens	Year 5 The Victorians The Ancient Greeks	Year 6 Local History Study – WW2 Home Front The Shang Dynasty Ancient Benin
Historical Study	<ul style="list-style-type: none"> • Use pictures & artefacts for answering questions about the past; identify original and reproduction • Being able to understand the difference between primary and secondary evidence • Use a range of simple sources to devise historical questions 	<ul style="list-style-type: none"> • Use more complex sources of primary and secondary information • Choose and discriminate between a range of information, and use this to ask questions • Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict • Interpret the past through role play – e.g. hot seating 	<ul style="list-style-type: none"> • Use a range of documents and printed sources • Distinguish between reliable and unreliable sources and identify the most useful sources for a particular task • Use graphs and charts to confirm information from different sources • Give reasons for change through analysing evidence 	<ul style="list-style-type: none"> • Rank sources of information in order • Identify differences between different versions of the past • Understand the role of opinion and propaganda • Give a balanced view of interpretations of the past, using different points of view • Make conclusions with evidence as to the most likely version of events
Historical Knowledge and Awareness	<ul style="list-style-type: none"> • Retell and discuss stories they have heard about the past, picking out the main elements • Discuss what they have enjoyed most about stories from the past • Identify any important changes which happened at the time being studied • Explain what they think is important about the past and explain reasons why 	<ul style="list-style-type: none"> • Guess what objects from the past were used for, using evidence to support answers • Understand that some events of the past affect people's lives today • Summarise and give reasons for the main events from a period in history, using their characteristics 	<ul style="list-style-type: none"> • Understand differences in social, religious, political and cultural history • Understand links between history and geography • Know some similarities and differences within a period of time- e.g. the lives of rich & poor • Describe how some things from the past affect life today 	<ul style="list-style-type: none"> • Organise a series of relevant historical information, and check this for accuracy • Describe the main changes in a period of history, from several perceptions – e.g. political, cultural, economic
Chronology and Change	<ul style="list-style-type: none"> • Use more complex phrases to describe time – a long time ago, centuries ago... • Sort recent historical studies into a broad time order • Recognise key similarities and differences for between the time being studied and now 	<ul style="list-style-type: none"> • Sort events/ objects into groups • Understand the concept of decades and centuries and use this to divide the past into periods of time • Use dates and terms accurately on a simple time line (BC and AD), using key dates when describing events 	<ul style="list-style-type: none"> • Use a full range of dates and historical terms • Use a time line to place events, periods, changes and cultural movements 	<ul style="list-style-type: none"> • Identify changes across periods of time, using chronological links • Begin to identify causal factors in change • Speculate – what if? What if England lost the war ... what if Jane Seymour had not died

MfL (French) Knowledge and Progression

Year Group	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"> Understand a few familiar spoken words and phrases Recognise and identify some nouns and verbs 	<ul style="list-style-type: none"> Understand a range of familiar spoken phrases Sometimes use my knowledge of sounds to help write and read 	<ul style="list-style-type: none"> Understand the main points from a short spoken-passage or conversation Regularly use my knowledge of sounds to help me read and write confidently 	<ul style="list-style-type: none"> Understand the main points and some detail from a short spoken passage or conversation Often and confidently apply my knowledge of sounds and patterns to my reading and writing
Speaking	<ul style="list-style-type: none"> Say and repeat single words and short simple phrases Pronounce words with some accuracy Memorise a small part of a spoken text or rhyme 	<ul style="list-style-type: none"> Ask for or give basic information in full sentences with a degree of accuracy Reproduce correct intonation when I speak in full sentences Use language in role-play and memorise and present a short-spoken text 	<ul style="list-style-type: none"> Use my knowledge of a few simple grammatical structures when building spoken sentences of varying length Speak clearly with good pronunciation and intonation Prepare a short spoken presentation on a topic I have been learning eg. a weather forecast, all about my family 	<ul style="list-style-type: none"> Apply a range of grammatical knowledge when building spoken sentences of varying length and difficulty Speak confidently with consistently good pronunciation and intonation Use spoken language confidently to tell stories or present information
Reading	<ul style="list-style-type: none"> Understand a few familiar words and phrases Use my knowledge of what a text is about to work out some of the meaning 	<ul style="list-style-type: none"> Understand the main points from a few written sentences made up of familiar language Use context and my prior learning to work out meaning of new vocabulary Use a wordbank / bi-lingual dictionary 	<ul style="list-style-type: none"> Understand the main points from a short written text Use my knowledge of what a text is about, my prior learning and a dictionary/wordbank to work out meaning 	<ul style="list-style-type: none"> Understand the main points and some detail from short texts in familiar contexts Use context, previous knowledge and my understanding of how the language works to help work out meaning Use a wordbank / bi-lingual dictionary
Writing	<ul style="list-style-type: none"> Copy simple words or symbols correctly from a wordbank Write a few words from memory with some accuracy 	<ul style="list-style-type: none"> Write two or three short sentences with some help from a model Write familiar words from memory with some accuracy 	<ul style="list-style-type: none"> Write short phrases from memory. Write a few sentences of varying length, by making adaptations to a model. 	<ul style="list-style-type: none"> Write a short text/paragraph mainly from memory or adapting a model. Apply a range of grammatical knowledge and build sentences of varying length and difficulty
Grammar	<ul style="list-style-type: none"> Understand that nouns may have different genders and recognise clues to identify this, such as the difference in articles Use verbs avoir and etre in present tense 	<ul style="list-style-type: none"> Have basic understanding of the usual order of words in sentences in French Understand that adjectives may change form according to the noun they relate to and select the appropriate form Use a range of verbs in present tense Use pronouns. 	<ul style="list-style-type: none"> Know how to conjugate some high frequency verbs Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun Adapt sentences to form negative sentences and begin to form questions 	<ul style="list-style-type: none"> Know how to conjugate a range of high frequency verbs Begin to experiment with tense

PE Knowledge and Progression

Year Group	Year 3	Year 4	Year 5	Year 6	To consider...
Gymnastics and Dance	<ul style="list-style-type: none"> Explore, copy, and repeat simple skills, actions and sequences. Begin to move with increasing control, co-ordination and care Use gymnastic equipment with some grace, confidence and poise. Make a short dance sequence by putting some movements together beginning to use rhythm 	<ul style="list-style-type: none"> Move across a room in different ways, with clarity, fluency and with an awareness of space Understand different uses of tense, relax, stretch, curl in movement Copy, remember, repeat, explore simple actions and movements with control and co-ordination Begin to sequence moves, both gymnastic and dance, and link actions and improvise where appropriate to show mood Use gymnastic equipment with grace, confidence and poise. 	<ul style="list-style-type: none"> Control take-off and landing when jumping as well as increasing control in co-ordination, balance and agility Uses movements to communicate an idea, using expression and conveying emotion Refine movements into increasingly complex sequences that use a range of body movements. 	<ul style="list-style-type: none"> Show control, fluency and coordination in travel and balance in performing a range of jumps Make good use of creativity and imagination when composing sequences in dance or gym, including use of equipment Use movement expressively, and sequentially to convey a range of ideas, moods or feelings 	<ul style="list-style-type: none"> Demonstrate precision, control and fluency Sustain movements over a longer period of time Convey expression and emotion in performance Use changes in and combinations of direction, level and speed within increasingly complex sequences Begin to improvise, based on previous skills Plan, perform and repeat sequences, including changes in speed and level
Playing Games	<ul style="list-style-type: none"> Kick and receive a large ball and throw and catch a small ball with a 5m distance. Strike a tennis ball with reasonable care and accuracy Understand the importance of stopping a ball in different ways Start to link skills and actions within games and understand simple tactics 	<ul style="list-style-type: none"> Kick and receive a large ball and throw and catch a small ball with a 10m distance. Understand the importance of rules and fairness, whilst developing and using simple tactics Understand the concept of both team and opponent 	<ul style="list-style-type: none"> Throw, catch, strike, field, stop a ball with increasing control and accuracy of at least 15m, including football, netball and tennis ball as appropriate. Decide the best way to move a ball for different purposes and needs Decide on the best position in team games, beginning to make use of space Vary skills, actions and ideas within simple games 	<ul style="list-style-type: none"> Use a range of throwing techniques, with increasing power and accuracy Use a range of fielding skills and throw with accuracy to hit a target Plan different approaches to attacking and defending, including tactics to keep or gain possession Show growing awareness of space in team games 	<ul style="list-style-type: none"> Throw with accuracy and power Combine, vary and choose appropriate strategies and tactics Choose and use the most appropriate skills, tactics and actions to cause problems Know how to keep possession Work within a team, with less focus on self Understand that a winning team has not always been the best one
Evaluating and Performing	<ul style="list-style-type: none"> Discuss how to exercise safely and how bodies feel during & after exercise, including long running Able to review their own success of their participation with the team 	<ul style="list-style-type: none"> Refine movement after evaluation from themselves and others, recognising the importance of practice Describe what effects exercise has on their bodies, including with a warm up and cooling down exercise, and long running. 	<ul style="list-style-type: none"> Analyse and comment on skills and techniques and understand how performances can be improved, through practice and reflection Explain and apply basic safety principles in preparing for exercise Explain how the body reacts during different types of exercise, including warm up and cool downs, and long running. 	<ul style="list-style-type: none"> Safely modify and refine skills and techniques to improve any performance and show a willingness to practise to develop and improve Conserve energy over longer distance running Independently prepare for exercise, and use cooling down techniques 	<ul style="list-style-type: none"> Use a range of criteria to judge own and others' work Monitor their own heart rate and breathing Understand how heart rate and breathing slows after exercise Know and use the relationship between power and stamina

PE TERMLY OVERVIEW

Year 3	Class teacher	PPA
Autumn 1	Personal best (gymnastics)	Multi skills
Autumn 2	Attacking and defending	Gymnastics
Spring 1	Dance	Net and wall games (tennis)
Spring 2	Attacking and defending	Invasion games(football/basketball)
Summer 1	Multi skills – circuit type	Athletics
Summer 2	Athletics	Strike and field (rounders/ cricket)

Year 4	Class teacher	PPA
Autumn 1	Personal best (gymnastics)	Multi skills
Autumn 2	Dance	Gymnastics
Spring 1	Swimming -> (swap)	Net and wall games (tennis)
Spring 2		Invasion games(football/basketball)
Summer 1	Attacking and defending (team work)	Athletics
Summer 2	Athletics	Strike and field (rounders/ cricket)

Year 5	Class teacher	PPA
Autumn 1	Attack and defending (team work)	Invasion games – sending (netball/handball)
Autumn 2	Dance	Invasion striking (football/ hockey)
Spring 1	Circuit type athletics	Gymnastics
Spring 2	Attacking defending (strike and field)	Net and wall (tennis)
Summer 1	athletics	Athletics
Summer 2	Personal best	Strike and field

Year 6	Class teacher	PPA
Autumn 1	Gym	Invasion games – sending (netball/handball)
Autumn 2	Dance	Invasion striking (football/ hockey)
Spring 1	Attacking defending	Gymnastics
Spring 2	Circuit style athletics	Net and wall (tennis)
Summer 1	Attacking defending	Athletics
Summer 2	Athletics	Strike and field

PE YEAR 3 TERMLY COVERAGE

Term	Cog	National Curriculum objective	Orchard skills progression	FUNS CARD
Autumn 1	Personal	<p>Through gymnastics: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Develop flexibility, strength, technique, control and balance</p>	<p>Able to review their own success of their participation with the team</p> <p>Explore, copy, and repeat simple skills, actions and sequences</p> <p>Begin to move with increasing control , co-ordination and care</p>	<p>1 – static balance (1 leg)</p> <p>10 – coordination (floor movement patterns)</p>
Autumn 2	Social	<p>Through invasion games such as football and hockey: They should enjoy communicating, collaborating and competing with each other (from the curriculum aims)</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Kick and receive a large ball</p> <p>Understand the importance of stopping a ball in different ways</p>	<p>6 – Dynamic balance to agility</p> <p>2 – Static balance (seated)</p>
Spring 1	Creative -Dance	<p>Through dance: Perform dances using a range of movement patterns</p>	<p>Make a short dance sequence by putting some movements together beginning to use rhythm</p> <p>Use gymnastic equipment with some grace, confidence and poise.</p>	<p>7 – counter balance in pairs</p> <p>8 – coordination with equipment</p>
Spring 2	Cognitive	<p>Through invasion games like netball: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Start to link skills and actions within games and understand simple tactics</p>	<p>5 - Dynamic balance</p> <p>9 – Coordination (Ball skills)</p>
Summer 1	Health and Fitness	<p>Through multi skills e.g. circuit training: Use running, jumping, throwing and catching in isolation and in combination (athletics)</p>	<p>Throw and catch a small ball with a 5m distance.</p> <p>Discuss how to exercise safely and how bodies feel during & after exercise, including long running</p>	<p>4 – static balance (small base)</p> <p>11 - agility (ball chasing)</p>
Summer 2	Physical -Gym	<p>Through athletics: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Explore, copy, and repeat simple skills, actions and sequences</p> <p>Begin to move with increasing control , co-ordination and care</p>	<p>3 – static balance (floor work)</p> <p>12 – agility (reaction/ response)</p>
Other coverage	Take part in outdoor and adventurous activity challenges both individually and within a team		Strike a tennis ball with reasonable care and accuracy – Totton tennis sessions	

PE YEAR 4 TERMLY COVERAGE

Term	Cog	National Curriculum objective	Orchard skills progression	FUNS CARD
Autumn 1	Personal	<p>Through gymnastics: Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Refine movement after evaluation, recognising the importance</p> <p>Understand different uses of tense, relax, stretch, curl in movement, with grace, confidence and poise.</p> <p>Copy, remember, repeat, explore simple actions and movements with control and co-ordination</p>	<p>1 – static balance (1 leg)</p> <p>10 – coordination (floor movement patterns)</p>
Autumn 2	Creative -Dance	<p>Through dance: Perform dances using a range of movement patterns</p>	<p>Move across a room in different ways, with clarity, fluency and with an awareness of space</p> <p>Begin to sequence moves, both gym & dance, & link actions/ improvise to show mood</p>	<p>7 – counter balance in pairs</p> <p>8 – coordination with equipment</p>
Spring 1	Cognitive	<p>Through net and wall games like tennis: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Understand the concept of both team and opponent</p> <p>Understand the importance of rules and fairness, whilst developing and using simple tactics</p>	<p>5 - Dynamic balance</p> <p>9 – Coordination (Ball skills)</p>
Spring 2	Social	<p>Through invasion games like football and hockey: They should enjoy communicating, collaborating and competing with each other (from the curriculum aims) Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Understand the importance of rules and fairness, whilst developing and using simple tactics</p> <p>Kick and receive a large ball with a 10m distance</p>	<p>6 – Dynamic balance to agility</p> <p>2 – Static balance (seated)</p>
Summer 1	Physical -Gym	<p>Through invasion games like netball and basketball: They should enjoy communicating, collaborating and competing with each other (from the curriculum aims) Play competitive games, modified where appropriate, and apply basic principles suitable for</p>	<p>Throw and catch a small ball with a 10m distance.</p>	<p>3 – static balance (floor work)</p> <p>12 – agility (reaction/ response)</p>
Summer 2	Health and Fitness	<p>Through athletics: Use running, jumping, throwing and catching in isolation and in combination - athletics</p>	<p>Describe the effects exercise has on their body, such as warm up/cool down exercise & long running</p> <p>Throw and catch a small ball with a 10m distance.</p>	<p>4 – static balance (small base)</p> <p>11 - agility (ball chasing)</p>
Other coverage		Swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; perform safe self-rescue in different water-based situations		

PE YEAR 5 TERMLY COVERAGE

Term	Cog	National Curriculum objective	Orchard skills progression	FUNS CARD
Autumn 1	Cognitive	<p>Through invasion games such as football: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Decide the best way to move a ball for different purposes and needs</p> <p>Decide on the best position in team games, beginning to make use of space</p>	<p>9 – Coordination (Ball skills)</p> <p>12 – agility (reaction/response)</p>
Autumn 2	Creative -Dance	<p>Through dance: Perform dances using a range of movement patterns</p>	<p>Uses movements to communicate an idea, using expression and conveying emotion</p>	<p>3 – static balance (floor work)</p> <p>2 – Static balance (seated)</p>
Spring 1	Health and Fitness	<p>Through circuit training style athletics: Use running, jumping, throwing and catching in isolation and in combination athletics</p>	<p>Explain how the body reacts during different types of exercise, inc. warm up & cool downs & long running</p> <p>Explain and apply basic safety principles in preparing for exercise</p> <p>Throw, catch, strike, field, stop appropriate balls with increasing control and accuracy of at least 15m.</p>	<p>4 – static balance (small base)</p> <p>10 – coordination (floor movement patterns)</p>
Spring 2	Social	<p>Through striking and fielding games like rounders and cricket:</p> <p>They should enjoy communicating, collaborating and competing with each other (from the curriculum aims)</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Vary skills, actions and ideas within simple games</p> <p>Throw, catch, strike, field, stop appropriate balls with increasing control and accuracy of at least 15m.</p>	<p>5 - Dynamic balance</p> <p>7 – counter balance in pairs</p>
Summer 1	Physical	<p>Through athletics: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Control take-off & landing when jumping as well as increasing control in co-ordination, balance & agility</p> <p>Refine movements into increasingly complex sequences that use a range of body movements.</p>	<p>1 – static balance (1 leg)</p> <p>6 – Dynamic balance to agility</p>
Summer 2	Personal	<p>Through games of your choice focusing on personal improvement: Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Analyse on skills and techniques and understand how performances can, through practice, be improved</p>	<p>8 – coordination with equipment</p> <p>11 - agility (ball chasing)</p>
Other coverage		(NC) Take part in outdoor and adventurous activity challenges both individually and within a team - Osmington		

PE YEAR 6 TERMLY COVERAGE

Term	Cog	National Curriculum objective	Orchard skills progression	FUNS CARD
Autumn 1	Physical	Through gymnastics or athletics: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Show control, fluency and coordination in travel and balance in performing a range of jumps	1 – static balance (1 leg) 6 – Dynamic balance to agility
Autumn 2	Creative -Dance	Through dance: Perform dances using a range of movement patterns	Make use of creativity, imagination and equipment when composing sequences in dance/gym Use movement expressively and sequentially, to convey a range of ideas, moods or feelings	3 – static balance (floor work) 2 – Static balance (seated)
Spring 1	Cognitive	Through invasion games like football and netball: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Plan different approaches to attacking/ defending, including tactics to keep or gain possession	9 – Coordination (Ball skills) 12 – agility (reaction/response)
Spring 2	Health and Fitness	Through circuit training style athletics: Use running, jumping, throwing and catching in isolation and in combination athletics	Conserve energy over longer distance running Independently prepare for exercise, and use cooling down techniques Use a range of throwing techniques, with increasing power and accuracy	4 – static balance (small base) 10 – coordination (floor movement patterns)
Summer 1	Social	Through striking and fielding games like cricket and rounders: They should enjoy communicating, collaborating and competing with each other (from the curriculum aims) Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Show growing awareness of space in team games Use a range of fielding skills and throw with accuracy to hit a target	5 - Dynamic balance 7 – counter balance in pairs
Summer 2	Personal	Through athletics: Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Modify and refine skills and techniques to improve any performance and show a willingness to practise	8 – coordination with equipment 11 - agility (ball chasing)
Other coverage		(NC) Take part in outdoor and adventurous activity challenges both individually and within a team - Castleton/ Beaulieu		

PSHE Knowledge and Progression

Year	Year 3	Year 4	Year 5	Year 6
Relationships	<ul style="list-style-type: none"> Recognise what makes a family. Recognise characteristics of positive family life and relationships. To recognise and respect that there are different types of family structure. The importance of positive friendships and what makes a healthy friendship. To recognise the importance of treating others with courtesy and respect. 	<ul style="list-style-type: none"> Know how to cope with friendship problems and where to seek advice if needed. The importance of seeking support if they feel lonely or excluded. To understand the importance of staying safe online; knowing that people behave differently online. understand that in risky or dangerous situations that it is better to say “no” and they should tell about a secret understand that pressures to behave in unacceptable or risky ways may come from friends to respect and celebrate the similarities and differences between people from different backgrounds. 	<ul style="list-style-type: none"> Strategies for recognising and managing peer influence in friendship. To know that friendships can change over time – strategies for resolving disputes positively. Strategies for responding to hurtful behaviour experienced or witnessed offline and online. Recognise different types of physical contact; what is acceptable and what isn’t. To listen and respond respectfully to a wide range of people. How to recognise discrimination and how to challenge it. 	<ul style="list-style-type: none"> To recognise there are different types of relationships. To know why people choose to marry or form civil partnerships. decide who has access to their bodies and demonstrate an understanding that some physical contact is unacceptable. consider how they are perceived by others and that personal behaviour can affect others. demonstrate the ability to negotiate and compromise and demonstrate a variety of ways of resolving conflict. demonstrate an awareness of sources of help, in school, helplines, other adults, and know how to ask for help
Health and Wellbeing	<ul style="list-style-type: none"> contribute to making a classroom charter to enable children to enjoy school to develop strategies to recognise and talk about their feelings. show awareness of who to talk to with a problem, or if they experience or witness bullying describe the part they play in keeping themselves safe in school and in the local environment. To identify healthy and unhealthy choices. describe the risks of using alcohol and tobacco understand some people need/ use drugs for their own health and that all medicines are drugs. To identify personal strengths and achievements. 	<ul style="list-style-type: none"> accept responsibility for personal cleanliness To be able to identify a wide range of factors that influence physical and mental health. handle food safely and know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used understand that some people use drugs to appear grown-up and confident demonstrate an understanding about other things taken into their bodies, accidentally and on purpose, and how their bodies react to them 	<ul style="list-style-type: none"> To recognise the importance of self-respect and how this can affect how they feel about themselves. demonstrate a range of responses to use in difficult situations such as “No – I will not take the risk, I will ask”, “No, it is not for me” To recognise individuality and different qualities in themselves. explain what might make a situation risky for them or children like them demonstrate a range of strategies to deal with pressure explain how to take personal responsibility and care for their bodies, including the importance of personal hygiene. describe the changes their bodies will go through at puberty and strategies with how to deal with the physical and emotional changes. understand that puberty will have an impact on themselves, their emotions and relationships 	<ul style="list-style-type: none"> understand the nature of role models, and that they are role models for younger children to recognise that mental health is just as important as physical health and to know things that may affect mental health. To have positive strategies for managing feelings and mental health. talk about their feelings about drugs and issues such as drugs in sport, drug-related news items demonstrate understanding of the importance of balance between work and leisure describe the effects of substances and drugs on the body and how they affect how you feel describe the risks of misusing prescribed/ illegal drugs, as well as alcohol and tobacco explain the effect substance misuse can have on friendship and family relationships describe the changes the body goes through at puberty are a preparation for sexual maturity demonstrate an awareness of the difference between secrets which make people happy and secrets which can hurt or frighten people express their expectations and feelings about transfer to a new school

<p style="text-align: center;">Living in the Wider World</p>	<ul style="list-style-type: none"> ● To know how the internet is used. ● Understanding their rights and responsibilities. ● To show an awareness of the skills required for different jobs and what different jobs include. ● Being able to set personal goals. 	<ul style="list-style-type: none"> ● How data is shared and used on the internet. ● What makes a community? ● To recognise the shared responsibilities that come with being part of a community. ● To begin to understand how to use money and keep it safe. 	<ul style="list-style-type: none"> ● To understand how online information is targeted. ● To recognise different media types, their role and impact. ● To identify different jobs interests and aspirations. ● What influences career choices? ● To challenge workplace stereotypes. ● To show compassion and empathy to others. ● recognise the importance of equal opportunities and demonstrate concern for others and describe initial thoughts on human rights. 	<ul style="list-style-type: none"> ● To evaluate media sources. ● To understand the dangers and risks associated with sharing things online. ● To develop understanding of influences and attitudes towards money. ● To recognise what can be financial risks eg gambling. ● To value diversity and know how and when to challenge discrimination.
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Music Knowledge and Progression

Year Group	Year 3	Year 4	Year 5	Year 6	Beyond
Listening	<ul style="list-style-type: none"> • Compare and contrast music heard, with an awareness of the music's context and purpose. • Use an appropriate musical vocabulary in relation to the music they are listening to. 	<ul style="list-style-type: none"> • Listen with greater attention to detail, identifying features of all the dimensions. • Begin to understand and identify 2, 3 and 4 time in music heard. • Recognise differences between music of different times and cultures • Compare and contrast music heard, with an awareness of the music's context, purpose & composer's intent. 	<ul style="list-style-type: none"> • Express and justify ideas and opinions about music using an appropriate and extended vocabulary. • Recognise how musical elements are used by composers to create different moods and effects. • Confidently identify 2, 3 and 4 time in music heard. • Recognise harmonies, drone and ostinato. 	<ul style="list-style-type: none"> • Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary • Discern and distinguish layers of sound and understand their combined effect • Identify and understand more complex time signatures – 5 time and 6/8 	<ul style="list-style-type: none"> • Evaluate differences in live and recorded performances • Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion
Composing	<ul style="list-style-type: none"> • Create short melodic patterns and rhythmic phrases • Choose appropriate sounds to represent different things in different ways • Create layered music with awareness of how different parts fit together. • Use basic notation to record ideas, including basic rhythmic stave notation. 	<ul style="list-style-type: none"> • Carefully choose and order sounds to achieve an effect, ordering sounds within simple structures (beginning, middle, end) • Use rhythmic and pitched notation, including basic stave notation. • Compose more complex melodic phrases and create layered music with awareness of how the layers fit together, including using drones and ostinato. 	<ul style="list-style-type: none"> • Use rhythmic and pitched notation to record and express their ideas, including basic stave notation. • Use layers confidently in compositions, including drones, ostinato and percussion and show awareness of balance in their compositions. • Comment on the intended effect • Start to use own melodic instruments in compositions. 	<ul style="list-style-type: none"> • Use imagination and confidence when composing to combine several layers of sound with awareness of combined effect • Use chords to compose and include changes in timbre, pitch and dynamic • Use notation, including basic stave notation, to remember, develop and record creative work. • Improvise melodic and rhythmic phrases as part of a group performance • Use own melodic instruments regularly and sensitively in compositions. 	<ul style="list-style-type: none"> • Develop ideas within distinct musical structures • Identify and explore the relationship between sounds • Convey their intentions through composition • Use a wide range of musical devices such as melody, rhythm, chords and structures • Appreciate and use harmonies to compose • Compose music for different occasions
Performing	<ul style="list-style-type: none"> • Perform simple accompaniments & rhythmic parts keeping to a steady pulse in 2, 3 & 4 metre • Develop correct instrumental skills and techniques using tuned and untuned instruments • Use their voice in different ways and imitate changes in pitch • Sing simple songs from memory, rounds and partner songs with more accurate pitch 	<ul style="list-style-type: none"> • Gain a sense of occasion when performing, showing an awareness of others • Perform with increasing expression, and control. • Accurately maintain an independent part demonstrating controlled playing techniques, showing awareness of others. 	<ul style="list-style-type: none"> • Accurately maintain an independent part demonstrate controlled playing techniques. • Sing in tune and with expression, and begin to sing in two part harmony or maintain an independent part, keeping in time with others. 	<ul style="list-style-type: none"> • Confidently sing rounds, partner songs and simple 2-part harmonies, with accurate intonation and expression. • Sing or play from basic notation including independently as part of a group & class piece 	<ul style="list-style-type: none"> • Perform parts from memory and from notation with full control, confidence and competence • Polish their own performances through practice and rehearsal

RE Knowledge and Progression

Year Group	Year 3 Christianity and Judaism	Year 4 Christianity and Judaism	Year 5 Christianity and Islam	Year 6 Christianity and Islam	To consider...
Attitude	<ul style="list-style-type: none"> Learns with respect for different cultures and religions Treats artefacts with respect, listens attentively to speakers and behaves appropriately They respectfully enquire. They have respectfully understood the initial concepts of Judaism covered. 	<ul style="list-style-type: none"> Learns with respect for different cultures and religions Treats artefacts with respect, listens attentively to speakers and behaves appropriately They respectfully enquire with given thought. They have respectfully understood the further concepts of Judaism covered. 	<ul style="list-style-type: none"> Learns with respect for different cultures and religions Treats artefacts with respect, listens attentively to speakers and behaves appropriately They respectfully enquire with given thought. They have respectfully understood the initial concepts of Islam covered. 	<ul style="list-style-type: none"> Learns with respect for different cultures and religions Treats artefacts with respect, listens attentively to speakers and behaves appropriately They respectfully enquire with given thought. They have respectfully understood the further concepts of Islam covered. 	<ul style="list-style-type: none"> Demonstrates a clear maturity and respect for different cultures and religions
Communicate	<ul style="list-style-type: none"> Beginning to describe their own response to the human experience of the concepts studied. 	<ul style="list-style-type: none"> Describe with reason their own response to the human experience of concepts studied. 	<ul style="list-style-type: none"> explain their own response to the human experience of the concepts explored. 	<ul style="list-style-type: none"> explain their own response to the human experience of the concepts explored. 	<ul style="list-style-type: none"> Young people can explain their own responses to human experience of religious and other (A, B & C) concepts.
Apply	<ul style="list-style-type: none"> Beginning to describe how their responses are, or can be, applied in their own lives & the lives of others. 	<ul style="list-style-type: none"> Describe with reason how their responses are, or can be, applied in their own lives & the lives of others. 	<ul style="list-style-type: none"> explain an example of how their responses to the concepts can be applied in their own lives and the lives of others. 	<ul style="list-style-type: none"> explain examples of how their responses to the concepts can be applied in their own lives and the lives of others. 	<ul style="list-style-type: none"> They can explain significant examples of how their responses do, or would, affect their own lives and the lives of others.
Enquire	<ul style="list-style-type: none"> Beginning to describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life. 	<ul style="list-style-type: none"> Describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life. 	<ul style="list-style-type: none"> explain key concepts that are common to all people as well as those that are common to many religions and they can begin to describe some key concepts that are particular to the specific religions 	<ul style="list-style-type: none"> explain key concepts that are common to all people as well as those that are common to many religions and they can describe some key concepts that are particular to the specific religions studied 	<ul style="list-style-type: none"> They can explain key concepts that are common to all people, as well as those that are common to many religions and distinctive of particular religions, and explain some connections between different concepts.
Contextualise	<ul style="list-style-type: none"> Beginning to 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Explain how these 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. 	<ul style="list-style-type: none"> Explain how these 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. 	<ul style="list-style-type: none"> They can accurately contextualise the key concepts studied as expressed within key beliefs and/or practices and/or ways of life of people living a religious life within that tradition.
Evaluate	<ul style="list-style-type: none"> They are beginning to evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised. 	<ul style="list-style-type: none"> Evaluate human experience of the concepts by describing with reason their value to people and through dialoguing with others can recognise, identify and describe some issues raised. 	<ul style="list-style-type: none"> Evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Speaking with other children will enable them to start to discern for themselves and so identify and describe some of the issues they raise. 	<ul style="list-style-type: none"> They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise. 	<ul style="list-style-type: none"> They can evaluate and make a judgement regarding the concepts by explaining their value to people who are religious and non-religious, drawing on a range of examples. Through increasingly complex dialogue with others they can discern the importance of the concepts for themselves, as well as identifying and explaining some important issues they raise for everyone.