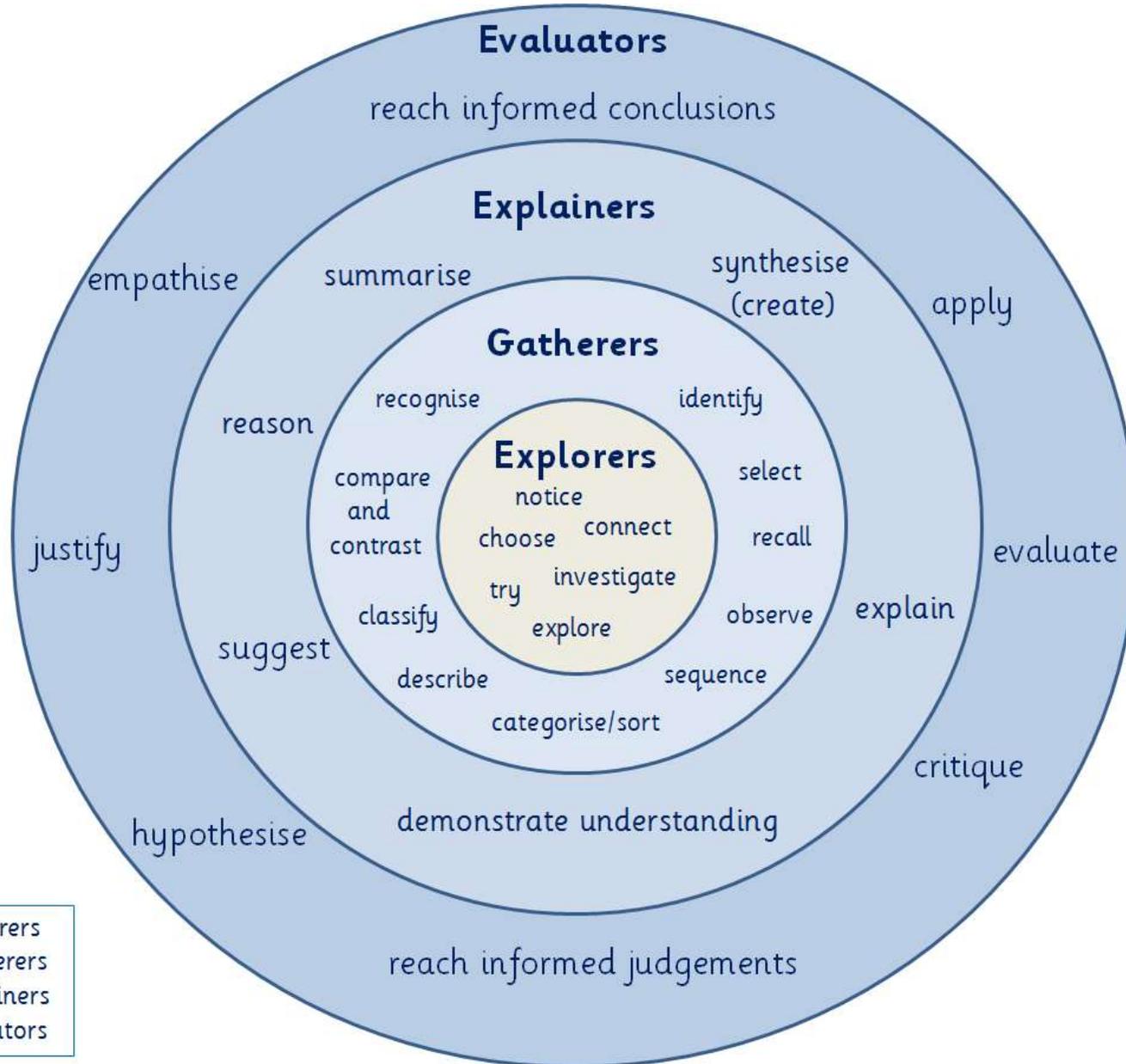




Appledore School Curriculum Progression



Whole School Topic Expectations(Years 1-6)

Year Group	1	2	3	4	5	6
	<i>Gatherers</i>		<i>Explainers</i>		<i>Evaluators</i>	
Autumn 1 Whole School Topic <i>Environment</i>	<p>Year A Recognise some of the ways bees are important and describe what we can do to protect them.</p> <p>Year B Identify some of the features of a polar bears Recognise some of the ways polar bears' habitat is being destroyed and describe what we can do to protect them.</p>		<p>Suggest ways in which we can help to reduce rainforest deforestation and explain why this is important for all of us.</p>	<p>Demonstrate an understanding of the impact of reduce, reuse and recycle, and explain the importance of this.</p>	<p>Evaluate the impact of plastic on our environment and make reasoned judgements on its use.</p>	<p>Demonstrate an understanding about how the climate has changed, evaluate the impact of this and reach informed conclusions about the ways that we can help.</p>
Autumn 2 Class Topic						
Spring 1 Whole School Topic <i>Health</i>	<p>Compare and contrast Grace Darling's rescue with the modern day Lifeboat service.</p>		<p>Explain and give reasons why the work of Marie Curie has had an impact on our lives today and on the lives of future generations.</p>	<p>Summarise how what we eat today is different to 100 years ago and create arguments for and against whether increased access to a greater range of foods has made our diet healthier or unhealthier.</p>	<p>Empathise with those who lived through The Great Plague and reach informed conclusions on why we have fewer epidemics today.</p>	<p>Identify, describe and sequence the main milestones in the history of medicine in Britain and explain and justify their ordering, reaching a judgement which justifies their opinion about which they feel to have been the most significant.</p>
Spring 2 Class Topic						

<p>Summer 1 Whole School Topic Water</p>	<p>Identify and describe different materials deposited by oceans at Westward Ho! and give reasons for the differences. Explain some of the ways in which they can help to reduce ocean pollution.</p>	<p>Demonstrate an understanding of the journey of a river to the sea, explain how and why humans have settled at different points along its course and the impact this has had on their lives.</p>	<p>Demonstrate an understanding of the ways in which water is consumed every day and suggest ways that we could reduce water consumption both at home and at school.</p>	<p>Critique the role of Drake's <i>Seadogs</i>, evaluating whether his actions were right for the country and hypothesise how England could have been if ruled by the Spanish</p>	<p>Reach conclusions and justify why migrants sailed to a new life overseas and evaluate and critique both their own and others art creations based on 'The Last of England' by Ford Madox Brown.</p>
<p>Summer 2 Class Specific</p>					

Music

Year	FSU	1	2	3	4	5	6
	<i>Explorers</i>	<i>Gatherers</i>		<i>Explainers</i>		<i>Evaluators</i>	
Subject content	<p>When listening to music identify instruments played, how it makes them feel, what it makes them think. What images arise in their minds.</p>	<p>When listening to music identify changes in the music and begin to use the terms pitch and pace to describe the changes.</p>	<p>When listening to music identify the impact of some of the elements in carefully selected music by famous composers from the past and present</p>	<p>When listening to music begin to make comparisons between music of different cultures through the elements of music</p>	<p>When listening to music have a wider range of knowledge & experience of music from various times & cultures</p>	<p>Beginning to develop & demonstrate an understanding of the history of music</p>	<p>Demonstrate an understanding of the history of music</p>
	<p>Exploring & Using Media & Materials ELG: Children sing songs, make music & dance, & experiment with ways of changing them.</p> <p>Being Imaginative ELG: Children use what they have learnt about media & materials in original ways, thinking about uses & purposes. They represent their own ideas, thoughts & feelings through music.</p>	<p>I can Sing, Play, Perform, Understand and Explore</p>					
	<p>Begin to play patterns from memory Begin to play/copy with some awareness of the beat Experiment with their voice (chant, rap, represent known sounds)</p>	<p>Sing with developing sense of pitch, dynamics, duration, when singing songs with an appropriate range Recognise the use of hand signals to show pitch (high/low) in the tune Know how to make a sound on several un-tuned instruments. When pupils are performing together, they are aware they all need to play 'together' Sing largely in tune as a whole class</p>	<p>Begin to follow various notations (symbol/pictorial/ICT) to support the rhythm when performing When pupils are performing together, they are aware they all need to play to the same beat & the same speed They recognise errors & begin to correct when performing Play their own part when performing on tuned instruments with others Sing in a way that reflects the lyric</p>	<p>Sing largely in tune as a whole class & keep a counter melody or harmony as part of a group Play in such a way that the whole class are aware of the common beat Sing using dynamics to express the mood of the phrase Be aware of other players as they perform</p>	<p>Play their own part when performing on instruments with others Sing in a way that reflects the genre, lyric & mood of the music (eg appropriate dynamics and phrasing). Play simple pieces on a keyboard or other tuned instrument (not percussion) which have a simple melody.</p>	<p>When working from notations most will be confident in their use of 4 beat (Semi-breve), 2 beat (Minim) & 1 beat (Crotchet) & pairs of half-beat notes (Quavers) Play a counter rhythm in time with the common beat When working with un-tuned percussions, play straightforward parts in an ensemble with simple note values (semi-breve, minim, crotchet & quaver). Sing songs in a 2-part texture, singing mainly in tune & in time & with some control of vocal techniques (breathing, posture & diction). This may include 2 part rounds.</p>	

I can Compose, Invent, Improvise, Understand and Explore

<p>Explore sounds on instruments & objects</p> <p>Make changes to sounds (eg. playing with different beaters or using dynamics)</p> <p>Make & repeat short patterns of sound</p> <p>Create short patterns of sound in response to a starting point (eg a story, a picture, a short animated film...)</p>	<p>Experiment with their voice (chant, rap, represent known sounds)</p> <p>Invent their own pictorial symbols to represent sounds</p> <p>Experiment with pitch (high/low), dynamics (loud/quiet), duration (long/short) & timbre (different types of sound) which different instruments make</p>	<p>Notate some of their work using graphic scores (sometimes using ICT)</p> <p>Use a simple structure which has a beginning, a middle & an end</p> <p>Develop musical ideas from given stimuli (eg a photograph, a poem, a story, animation)</p>	<p>Create music in first draft form & later revise, edit & develop it</p> <p>When composing, they choose their resources, including instruments, to suit the task</p> <p>Work together to link different instruments in pieces in more than one part (texture)</p> <p>Use dynamics (loud/quiet), pitch (high/low), duration (long/short), tempo (speed), texture (layers of sound), timbre (quality of sound) & structure (how a piece of music is put together) in a planned way</p>	<p>Create own music in first draft form, developing music from techniques studied and later revise, edit & develop it</p> <p>When composing, choose resources & instruments to suit the task.</p> <p>Work in teams or as a whole class to produce compositions with more than 2 instrumental parts</p>	<p>Compose music that shows basic development within a simple structure & that illustrates an intended mood or atmosphere eg AB or AABB showing a contrasting section of about 8 bars length with each section having a unique/difference within the elements</p> <p>When working as part of a group, compose a small ensemble piece which rhythmically & melodically interesting, using basic notation where possible</p> <p>Carry out simple refinements & improvements to their own work, developing main themes with the use of a number of variation techniques to extend their work</p>
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I can Listen, Appraise, Evaluate, Understand and Explore

<p>Make a response to different moods in music (eg move in a particular way, or paint when listening to a specific piece of music)</p> <p>When changes in musical elements within a piece are very clear</p>	<p>When listening they can identify the impact of some of the elements in carefully selected music by famous composers from the past & present</p> <p>Make suggestions to improve their work</p>	<p>Make suggestions to improve their own work & act upon this</p> <p>Identify musical features which seem to suggest a mood or atmosphere</p>	<p>Identify the impact of elements in a variety of music from a range of times & cultures</p> <p>When listening to music which intends to create an effect or atmosphere, they can identify how the elements are used in a particular way</p> <p>Use relevant musical</p>	<p>When listening to music which intends to create an effect or atmosphere</p> <p>Identify how & why the elements are used in a particular way & investigate their impact</p> <p>Evaluate the effectiveness of a piece of music with regard to its intended effect, venue, occasion & purpose, using some</p>	<p>Use relevant musical vocabulary (pitch, dynamics, duration, timbre tempo & structure), when talking about the elements of music</p> <p>Analyse music, including music from around the world, historic music from the great composers, & popular music with some accuracy showing basic</p>
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		<p>(suddenly loud or quiet), recognise & react to the change</p> <p>Begin to follow simple musical instructions (eg hand signs for “get louder”)</p>			vocabulary (pitch, dynamics, duration, tempo), when talking about the elements of music	appropriate vocabulary	skills in identifying changes related to the elements of music; duration, pitch, dynamics, tempo, texture, timbre & structure; including the use of silence
Vocab		Pitch, tempo	All previous plus dynamics	All previous plus ostinato	All previous plus duration structure	All previous plus timbre texture	All previous

Expectations of our Year 1 Musicians

By the end of Year 1 our young musicians are developing into *gatherers* and demonstrate they have begun to use effectively a range of simple musical skills and techniques and simple subject vocabulary to:

1. Begin to play/copy with some awareness of the beat
2. Make changes to sounds (eg. playing with different beaters or using dynamics)
3. When changes in musical elements within a piece are very clear (suddenly loud or quiet), recognise & react to the change
4. When listening to music identify changes in the music and begin to use the terms pitch and pace to describe the changes.

Expectations of our Year 2 Musicians

By the end of Year 2 our young musicians will have become secure *gatherers* and demonstrated they can use effectively a range of simple musical skills and techniques including and simple subject vocabulary to:

1. When pupils are performing together, they are aware they all need to play 'together'
2. Experiment with pitch (high/low), dynamics (loud/quiet), duration (long/short) & timbre (different types of sound) which different instruments make
3. When listening they can identify the impact of some of the elements in carefully selected music by famous composers from the past & present

Expectations of our Year 3 Musicians

By the end of Year 3 our young musicians are developing into *explainers* and demonstrated they have begun to effectively use a range of musical skills and techniques and subject vocabulary to:

1. When pupils are performing together, they are aware they all need to play to the same beat & the same speed
2. Use a simple structure which has a beginning, a middle & an end
3. Identify musical features which seem to suggest a mood or atmosphere
4. When listening to music, begin to make comparisons between music of different cultures through the elements of music

Expectations of our Year 4 Musicians

By the end of Year 4 our young musicians will have become secure *explainers* and demonstrated they can use effectively a range of musical skills and techniques and subject vocabulary to:

1. Sing largely in tune as a whole class & keep a counter melody or harmony as part of a group
2. When composing, they choose their resources, including instruments, to suit the task
3. When listening to music which intends to create an effect or atmosphere, they can identify how the elements are used in a particular way
4. When listening to music, have a wider range of knowledge & experience of music from various times & cultures

Expectations of our Year 5 Musicians

By the end of Year 5 our young musicians are developing into *evaluators* and demonstrated they can use effectively a range of musical skills and techniques and more technical subject vocabulary to:

1. Sing in a way that reflects the genre, lyric & mood of the music
2. Work in teams or as a whole class to produce compositions with more than 2 instrumental parts

Expectations of our Year 6 Musicians

By the end of Year 6 our young musicians will have become secure *evaluators* and demonstrated they can use effectively a range of musical skills and techniques and more technical subject vocabulary to:

1. Play a counter rhythm in time with the common beat
2. Compose music that shows basic development within a simple structure & that illustrates an intended mood or atmosphere eg AB or AABB showing a

3. Evaluate the effectiveness of a piece of music with regard to its intended effect, venue, occasion & purpose, using some appropriate vocabulary

contrasting section of about 8 bars length with each section having a unique/difference within the elements

3. Analyse music, including music from around the world, historic music from the great composers, & popular music with some accuracy showing basic skills in identifying changes related to the elements of music; duration, pitch, dynamics, tempo, texture, timbre & structure; including the use of silence

Mathematics

FSU

1

2

3

4

5

6

[Click here](#) to access White Rose Primary Progression

Progression of calculation specific to Appledore School is currently under construction

Literacy

FSU

1

2

3

4

5

6

[Click here](#) to view the primary National Curriculum progression

Progression of reading, writing and spelling specific to Appledore School is currently under construction

Computing/e-Safety

FSU	1	2	3	4	5	6
Explorers	Gatherers		Explainers		Evaluators	
<p>Exploring personal details (L1 Hectors World)</p> <p>Pupils understand:</p> <ul style="list-style-type: none"> that personal information means and is unique to them ('special' and 'precious') that personal information should only be given to trusted adults 	<p>Further exploration of trust & situations (L3 HW)</p> <p>Pupils will:</p> <ul style="list-style-type: none"> begin to understand some of the qualities that can be used to assess if a person is trustworthy identify situations in which it is wise to turn to a trusted adult for help. 	<p>Openness (L5 HW, E3 J&F)</p> <p>Pupils understand:</p> <ul style="list-style-type: none"> the importance of checking with an adult before participating in the online environment the need to be open about their online experiences with a trusted adult. 	<p>Navigating a website safely (L2 HW)</p> <p>Pupils will:</p> <ul style="list-style-type: none"> navigate a website to learn how to keep themselves safe. be able to talk about rules for safe use of the internet. 	<p>Using Email Safely (L4 HW)</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> there are safe and appropriate behaviours when sending and receiving e-mail there are a range of strategies that they can use to deal with viruses, spamming and bullying via e-mail. 	<p>Careful chatting (L6 HW, F1 BR)</p> <p>Pupils will recognise:</p> <ul style="list-style-type: none"> some information is personal and risks with divulging information to people they do not know /have met online, and have range of strategies to keep safe times some personal information is needed and should ask a trusted adult for guidance if unsure. 	<p>Behaving Responsibly (L8 HW)</p> <p>Pupils will:</p> <ul style="list-style-type: none"> identify irresponsible and unsafe behaviour when using the Internet and other technologies suggest strategies to deal with this type of behaviour be aware of the effect that irresponsible behaviour has on others.
<p>Who can we trust? (L2 HW)</p> <p>Pupils know:</p> <ul style="list-style-type: none"> that there are some people who they can trust and others that they cannot how to identify someone that they can trust and those they aren't sure about. 	<p>Listening to our emotions and body (L4 HW, E1 J&F)</p> <p>Pupils understand:</p> <ul style="list-style-type: none"> that their emotions can be a powerful tool to help them assess unsafe situations. that they can identify some of the physical sensations that alert us to unsafe situations. 	<p>Using Technology to Communicate (L1 HW, E2 J&F)</p> <p>Pupils will:</p> <ul style="list-style-type: none"> be able to name several different ways of communicating with and without technology. be able to identify appropriate methods for particular purposes. understand potential risks but also be aware that they can learn how to deal with them. 	<p>Communication & Information (L3 HW)</p> <p>Pupils will:</p> <ul style="list-style-type: none"> become aware of the personal safety issues of giving away personal information online and how it can lead to difficulty. Consider whether information they are asked for is necessary and will be used properly be aware of the differences between private and personal information (that can identify them uniquely) and general information. 	<p>Responsible Use of the Internet (L5 HW)</p> <p>Pupils will:</p> <ul style="list-style-type: none"> become aware of the safety issues of giving away personal information online and how it is possible to get into difficulty know how to handle messages safely and appropriately be able to explain the risks with using e-mail and actions they can take to keep self and their computers safe. 	<p>Text & picture messaging (L7 HW)</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> safe and appropriate behaviours when receiving and sending messages. there is a range of strategies that they can use to deal with unsafe messages about the level of personal detail safe to include in their own messages, and how to look after their phones 	<p>Social Networking/ Safe Profiling (L9 HW. F1,2&3 BR)</p> <p>Pupils will:</p> <ul style="list-style-type: none"> know what they need to consider when creating a safe online profile be able to make comparisons between information they would be happy to give away in the offline world compared to the online world learn about the possible consequences of making the wrong choice when putting together an online profile.

Computing Under construction

FSU	1	2	3	4	5	6
<i>Explorers</i>	<i>Gatherers</i>		<i>Explainers</i>		<i>Evaluators</i>	

Art & Design

	FSU	1	2	3	4	5	6
	<i>Explorers</i>	<i>Gatherers</i>		<i>Explainers</i>		<i>Evaluators</i>	
Knowledgeable		Describe a piece of artwork created & describe the techniques used to create it.		Explain a piece of artwork created & explain the techniques used in its creation, suggesting ways it could be improved.		Evaluate & critique a piece of artwork created & evaluate the techniques used & decisions made in its creation.	
				Know about an artist &/or explain the style of art from a period of history or place in the world they have learnt about			
				Know about inventors, designers, engineers, chefs &/or manufacturers relevant who have developed products relevant to an aspect of D&T learning & evaluate the impact on everyday life			

Collage

Create simple collages using fabric, paper, pasta, beans & larger tactile things.

Use techniques of cutting & tearing of paper/card to collage.

Select & sort from materials provided & use them to cut &/or tear to produce a simple collage to convey an idea.

Sort, arrange & mix materials to create texture & visual interest from a variety of materials.

Select & sort from materials provided & use them to cut &/or tear to produce a more detailed collage with clear & purposeful intention.

Use combination of materials that are cut, torn & glued & can mix materials to create texture.

Begin to use a wider range of materials available to create a collaged composition.

Begin to use specific collaging techniques eg overlapping, layering, coiling, tessellation, mosaic & Montag.

Use a wider range of materials available to collage & can suggest appropriate materials & techniques.

Demonstrate an understanding of & use specific collaging techniques eg overlapping, layering, coiling, tessellation, mosaic & montage.

Begin to incorporate other media (eg thread) & other techniques (eg sewing) into collage compositions.

Select from a wider range of materials available to collage.

Use previous learning to select & apply specific collaging techniques, eg cutting & adhesion for specific outcome.

Begin to Incorporate other media (eg thread) & other techniques (eg sewing)

Begin to collect visual information from a variety of sources, describing the visual & tactile elements evaluate how to incorporate this into design.

Use a range of media & templates to create a more detailed collage; including evaluating & selecting the most appropriate technique.

Create own materials for specific collaging techniques, eg marbling on paper, for a specific outcome.

Use previous learning to select & apply specific collaging techniques, eg cutting & adhesion for specific outcome.

Use previous learning to Incorporate other media (eg thread) & other techniques (eg sewing)

Use visual information from a variety of sources, describing the visual & tactile elements evaluate how to incorporate this into design.

Working with textiles

<p>Experiment with different textures, including sensory experience.</p> <p>Begin to use materials such as threads, cottons, wool, raffia, paper strips & natural fibres to make a simple craft product.</p> <p>Weave in a simple loom & build constructed textile surfaces.</p>	<p>Identify, select, organise, & use materials such as threads, cottons, wool, raffia, paper strips & natural fibres to make a simple textile composition.</p> <p>Use variety of techniques eg weaving, plaiting, embroidery, French knitting, sewing & binca) in their simplest forms to simple textile product such as a weaving, embroidered panel or felt finger puppet.</p>	<p>Identify & select from a range material to create a textile product, eg a simple textile patch.</p> <p>Use techniques such as felting, sewing, weaving, plaiting, wax or oil resist, applique & embroidery, French knitting, sewing & binca).</p>	<p>Suggest & select from a range material to create a more complex textile product, eg an embellished hanging.</p> <p>Use techniques such as felting, sewing, weaving, plaiting, wax or oil resist, applique & embroidery, French knitting, sewing & binca).</p> <p>Begin to use surface decoration such as buttons or beads & combine with techniques from other art stands, eg printing.</p>	<p>Suggest & select materials most suited to create a more complex textile product, eg an appliqued/stitched hanging.</p> <p>Use previously learned techniques & use specific techniques for greater purpose, eg sewing to attach different elements using a range of different stiches (straight, running, or cross).</p> <p>Demonstrate understanding how to use surface decoration such as buttons or beads & combine with techniques from other art strands, eg printing.</p>	<p>Use reasoned judgement to suggest materials & techniques most suited to create a textile product, eg a panel for a cushion/bag.</p> <p>Begin to apply specific techniques for greater purpose that includes beginning to learn how to use other equipment such as sewing machines & batik pots safely.</p> <p>Apply previous learning to use surface decoration such as buttons or beads & combine with techniques from other art strands, eg printing.</p>	<p>Use reasoned judgement to suggest materials & techniques most suited to create a more complex textile product, eg an appliqued panel for a cushion/bag.</p> <p>Apply specific techniques for greater purpose that includes using other equipment such as sewing machines & batik pots whilst working in a safe & organised way.</p> <p>Confidently use additional decoration & evaluate how this will impact on their design.</p>
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Printing

Enjoy taking simple rubbings: leaf, brick, coin.

Make prints using given/chosen objects as a stamp eg fingers, vegetables or other objects linked to learning topic

Explore & use texture to understand techniques of stamping & rubbing.

Make a simple stamp to create a composition

Explore printing simple pictures with a range of hard & soft materials eg cork, pen barrels, sponge.

Identify which materials made better prints & recognise why.

Create a simple indented collagraph (eg on polystyrene) & use to make simple prints ie mono -printing.

Use collagraph to create a printed image & recognise that this will create a mirror image.

Create a simple collagraph using simple materials & techniques (eg textured paper /card & scissors)

Use collagraph & printing roller to create a printed image & recognise that this will create a mirror image.

Print using a variety of materials, objects & techniques, including layering colours.

Create a more detailed collagraph by suggesting & using a wider range of materials & techniques (eg foam board/sponge)

Use collagraph & printing roller to create a printed image & recognise that this will create a mirror image.

Begin to explore three-colour printing.

Experiment with resist printing eg marbling, wax resist.

Design & create a stencil to use for a simple silk screen print.

Work in a safe & organised way, using equipment appropriately.

Explore pattern & shape, creating designs for printing.

Evaluate design to adapt suitability for printing & recognise that this will create a mirror image.

Use template to create a screen print on fabric.

Design & create a more detailed indented collagraph using a more sophisticated technique (eg lino cuts).

Understand the importance of working in a safe & organised way whilst using sharp equipment.

Evaluate design to adapt suitability for printing & recognise that this will create a mirror image.

Use collagraph & printing roller to create a printed image.

Drawing

Begin to use a variety of drawing tools eg pencil, finger, coloured pencils, pastels, chalk.

Investigate different lines (thick, thin, wavy, & straight).

Represent their thoughts & feelings using their drawings.

Begin to select & experiment with a variety of media & start to control the types of marks made.

Begin to extend the drawing tools & surfaces & recognise how to draw lines of different sizes & thickness.

Begin to show pattern & texture in their art by adding basic techniques such dots & lines.

Continue to experiment with a variety of media & exert more control over the types of marks made.

Begin to explore the use of pattern, line, shape & colour & colour neatly following lines.

Begin to use observational drawing to create recognisable images.

Begin to demonstrate the use of different grades of pencil & other implements, such as ink, to draw different forms, shape & to show line, tone, & texture.

Suggest & use a variety of drawing techniques such as: hatching, scribbling, stippling, & blending to create light/ dark lines.

Continue to use observational drawing to create recognisable images with increasing accuracy.

Use different media & different grades of pencil to create lines, marks & show developed tone & texture.

Demonstrate understanding of previously learned techniques such as hatching, scribbling, stippling, & blending & recognise how to apply these to compositions.

Begin to draw for a sustained period at their own level & begin to use perspective, scale, & proportion.

Continue to observe & develop the drawing of landscapes, patterns, faces, & objects, with increasing accuracy.

Continue to use different media & different grades of pencil to create lines, marks & tone & texture.

Apply a variety of previously learned techniques to add interesting effects (eg reflections, shadows, direction of sunlight).

Continue to observe & develop the drawing of landscapes, patterns, faces, & objects, with increasing accuracy using perspective, scale, & proportion.

Continue to draw for a sustained period at their own level with increasing independence.

Apply a variety of previously learned techniques & suggest appropriate media to develop the effect of light on objects & interpret the texture of a surface.

Show confidence in using a variety of drawing mediums, including ink & pen.

Use a viewfinder to select an area of a subject for drawing.

Work in a sustained & independent way from observation, experience, & imagination.

Painting

<p>Use a variety of tools including different size/ size brushes & tools i.e. sponge brushes, fingers, twigs.</p>	<p>Recognise all colours & their names & apply colour with a range of tools.</p>	<p>Confidently recognise all colours & can begin to control the types of marks made with a range of media.</p>	<p>Demonstrate increasing control over the types of marks made & experiment with different effects & textures eg blocking in colour, washes, thickened paint creating textural effects.</p>	<p>Confidently control types of marks made & experiment with different effects & textures Inc. blocking in colour, washes, thickened paint creating textural effects.</p>	<p>Apply previous knowledge of colours to create atmosphere & light effects & mix colour, shades & tones with confidence.</p>	<p>Work in a sustained & independent way to develop their own style of painting.</p>
<p>Recognise & name the primary colours being used.</p>	<p>Mix primary colours to make secondary.</p>	<p>Confidently recognise all colours & can begin to control the types of marks made with a range of media.</p>	<p>Demonstrate increasing control over the types of marks made & experiment with different effects & textures eg blocking in colour, washes, thickened paint creating textural effects.</p>	<p>Confidently control types of marks made & experiment with different effects & textures Inc. blocking in colour, washes, thickened paint creating textural effects.</p>	<p>Apply previous knowledge of colours to create atmosphere & light effects & mix colour, shades & tones with confidence.</p>	<p>Purposely control the types of marks made & experiment with different techniques & media.</p>
<p>Explore informal colour mixing.</p>	<p>Add white to colours to make tints & black to colours to make tones (create colour charts).</p>	<p>Create a simple colour wheel mixing primary colours to make secondary.</p>	<p>Create a more complex colour wheel mixing primary & secondary colours to make tertiary colours & begin to explore complimentary colours.</p>	<p>Use light & dark within painting & demonstrate understanding of complimentary colours.</p>	<p>Use brush techniques & the properties of a painting media or surface to create interest (sawdust, glue, shavings, sand & painting on different surfaces).</p>	<p>Apply previous knowledge to mix colour, shades & tones with increasing confidence, understanding which works well in their work & why.</p>
	<p>Begin to explore different types of media eg watercolour, acrylic, brusho & use a variety of tools including different size/ size brushes & tools i.e. sponge brushes, fingers, twigs.</p>	<p>Experiment to lighten & darken colours without the use of black or white. Can begin to use a range of media & explore different effects & surfaces.</p>	<p>Suggest & use different types of brushes for specific purposes eg colour wash, thick & thin brushes.</p>	<p>Mix colour, shades & tones with increasing confidence.</p>	<p>Use brush techniques & the properties of a painting media or surface to create interest (sawdust, glue, shavings, sand & painting on different surfaces).</p>	<p>Apply previous knowledge to mix colour, shades & tones with increasing confidence, understanding which works well in their work & why.</p>
			<p>Begin to explore different techniques eg applying colour using dotting, scratching, splashing.</p>	<p>Begin to use more specific colour language eg tint, tone, shade, hue.</p>	<p>Explore texture of paint (very wet & thin, thick & heavy – add PVA). Consider artists' use of colour & application of it.</p>	<p>Use texture & colour & techniques to add interest & meaning to their work.</p>
				<p>Demonstrate understanding to select different types of media & tools for specific purposes eg colour wash, thick & thin brushes. Acrylic, watercolour, brusho.</p>	<p>Begin to evaluate artist use of colour & style to develop a style of their own.</p>	<p>Evaluate artist use of colour & style to continue to develop a style of their own.</p>

Sculpting

Enjoy a range of malleable media such as clay, papier Mache, Salt dough.

Manipulate malleable media in a variety of ways including rolling, kneading & shaping.

Cut, shape & model from observation & imagination & build a construction/ sculpture using a variety of objects eg recycled, natural & manmade materials either independently or as part of a class project.

Continue to manipulate malleable materials in a variety of ways including rolling, pinching & kneading & start to experiment with carving & marking.

Begin to use tools & equipment safely & in the correct way.

Select & use materials to make objects for a purpose eg creating a junk model.

Use a range of simple decorative techniques: applied, impressed, painted, etc.

Manipulate malleable materials with confidence & use to shape & model materials for a purpose, eg thumb pot, simple coil pot, tile,

Use equipment & media with increasing confidence, safely & in the correct way.

Begin to recognise properties of materials & have an awareness of natural & man made forms.

Use a range of simple decorative techniques: applied, impressed, painted, etc. in a considered way.

Use equipment & media with confidence, appropriately & safely.

Model materials for a purpose & can start to produce larger ware using pinch/ slab/ coil techniques.

Demonstrate understanding of how to connect two parts successfully in a way appropriate to the material.

Produce more intricate surface patterns/ textures & use them when appropriate.

Begin to understand the qualities & potential of materials & suggest why they may be used.

Work in a safe & organised way, using equipment safely & appropriately.

Begin to learn how to secure work to continue later.

Plan, design, make & adapt models & explain why.

Understand the qualities & potential of materials & explain why they may be used.

Model over an armature: newspaper/junk/wire frame for Modroc or similar.

Demonstrate understanding of different adhesives & methods of construction.

Continue to work in a safe & organised way, selecting & using a wider range of equipment safely & appropriately.

Show experience in combining pinch, slabbing & coiling to produce end pieces.

Apply previous knowledge to understand why a material may be used.

Develop understanding of different ways of finishing work: glaze, paint, polish.

Confidently & successfully join work.

Begin to use language appropriate to skill & technique.

Apply the knowledge that they have acquired of tools, techniques & materials to work in a safe & organised way, developing their own style.

Plan, design, make & adapt models & explain why.

Work directly from observation or imagination with confidence.

Solve problems as they occur making reasoned judgements to reach a conclusion.

Develop experience in modelling over an armature: newspaper/junk/wire frame for Modroc or similar.

Discuss & evaluate own work & other sculptural forms in the environment both manmade & natural eg furniture, buildings, s& dunes, cliffs.

Knowledge of wood and construction methods

Discover some of the properties of wood through experimentation and play eg splitting, bending, breaking and floating.

Understand that wood comes from trees.

Use construction kits to explore basic processes of joining and bracing.

Use appropriate glue to create shapes out of lollipop sticks and/or balsa wood.

Be able to construct a simple frame.

Explore, name and discuss properties of wood through trial and error in construction, including mass, weight and strength, pliability, texture, absorbency.

Explore a cross-section of a tree to understand how it is formed. Be able to identify root, trunk and branches.

Identify and describe properties of green and dry wood.

Measure and mark out to nearest cm using a measuring rule.

Explore and identify how to achieve equal length or height of similar components (eg equal length of four legs for stability).

Recognise that wood can be split in the round into equal parts (halves and quarters).

Construct from wood using design features and construction methods that brace and strengthen, as required.

Include wheels and simple moving parts/levers in construction and describe movement.

Explore books on woodworking design and methods.

Work to a very basic brief.

Explore and select creative, free work with wood.

Through reasoning of properties of a limited range of wood types Be able to explain choices made for specific uses.

Explain why types of wood are used by others in design/construction.

Name the parts of a tree and explain their basic biological processes.

Measure and mark out to the nearest mm using a measuring rule. Measure and mark out simple angles.

Use a tape measure.

Incorporate points of compass or clock face in an item.

Reason/speculate symmetry in construction.

Incorporate, winding mechanisms, pulleys and gears in wood constructions.

Apply and explain appropriate cutting and shaping techniques that include cuts within the perimeter of the material (eg slots or cut outs).

Strengthen materials using suitable reasoned techniques.

Organise component parts by length, type etc.

Maintain a workshop notebook, containing own drawings/details/calculations/instructions.

Create own simple drawings/instructions.

Work to a more detailed brief or to simple drawings and/or instructions.

Evaluate properties of a broader range of wood types and justify choice of material used in own design.

Demonstrate an understanding of basic issues concerning sustainability of timber sources.

Critique materials used in items designed by others.

Read a cross-section of timber in more detail, to reach informed conclusion of its growth pattern and appropriate lines for splitting.

Measure and mark out more complex angles and joints.

Work with more complex 3-dimensional alignments (for example correct alignment for three-legged stool).

Hypothesis the amount of materials needed for a design, including the area of sheet materials.

Demonstrate understanding of reflection and translation within own design and make reasoned judgements to organise best use of sheet materials when laying out component parts for cutting.

Use roman numerals on wood to mark joint construction.

Apply the use of cams and other complex moving parts/mechanisms in wood constructions to turn rotational movement into linear movement eg make an automata.

			<p>Explore and synthesise creative, free work with wood.</p>	<p>Create detailed drawings/instructions for others to follow using informed conclusions.</p> <p>Work to a very detailed brief or to drawings and/or instructions supplied by others.</p> <p>Explore and critique creative, free work with wood.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Use of tools and safety</p>	<p>Introduced to basic tool safety through picking up, passing, returning and holding scissors correctly.</p> <p>Working safely around other children when moving larger materials.</p> <p>Range of tools available: Scissors</p>	<p>Recognise and apply basic tool safety principles (previously practiced in scissor safety) within use of newly introduced tools. Be instructed on specifics of safe use of each new tool used.</p> <p>With supervision, be aware of own and other's safety when handling/moving materials.</p> <p>Secure materials in a bench vice.</p> <p>Join materials safely by selecting correct choice from a range of tools/techniques.</p> <p>Cut materials safely using tools provided.</p> <p>Additional range of tools available:</p> <p>Socket set, palm drill, pistol grip hand drill, stubby hammer, stubby screwdrivers (various types), appropriate wood glue, pull saw, set square and carpenter's pencil.</p> <p>Finishing methods: Sanding board (sanding sheet attached to static, flat board), polished finish.</p>	<p>Work relatively independently in the workspace, including reasoning choices of tools and returning and tidying tools.</p> <p>Evaluate/summarise risk of use of tools.</p> <p>Take responsibility for own and other's safety when handling/moving materials.</p> <p>Secure materials using a clamp.</p> <p>Cut materials accurately and safely by selecting appropriate tools.</p> <p>Select appropriate joining techniques and explain choice.</p> <p>Additional range of tools available:</p> <p>Glue gun, shave horse and spoke shave, a bow saw, loppers, secateurs, billhook to split wood, mallet, an open mechanism hand drill, brace and bit, rasp.</p> <p>Additional finishing methods: Sanding block and sanding sheets, painted finish.</p>	<p>Demonstrate understanding to others the process of safety for self and others when working with wood and using associated tools.</p> <p>Justify in discussions with others the design of an effective and safe workshop area.</p> <p>Demonstrate understanding of the process used to clean tools and the importance of it.</p> <p>Work with certain sharp tools on materials that are unsecured (eg whittling a stick with a knife) and evaluate use of correct positioning of work piece in relation to body to prevent risk.</p> <p>Justify choice of tool use in relation to material worked.</p> <p>Additional range of tools available: Whittling knife, spoon carving knife, pole lathe and chisels, blunt axe and froe for splitting, side axe for shaping, draw knife.</p> <p>Additional finishing methods: stained finish.</p>

National curriculum requirements

<p>Build structures, exploring and describing how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms eg create products using levers and wheels.</p> <p>KS1 Use mathematical and/computational processes to design and mark.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wide range of materials and components, including construction material according to their characteristics.</p>	<p>Build structures, exploring and describing how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms eg create products using winding mechanisms.</p>	<p>Reason how to strengthen, stiffen and reinforce more complex structures.</p> <p>Use scientific knowledge of the transference of forces to explain choice of appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p> <p>KS2 Select from and use a wider range of tools and equipment to perform practical task appropriately.</p> <p>Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities.</p>	<p>Reason how to strengthen, stiffen and reinforce more complex structures.</p> <p>Use scientific knowledge to explain choice of appropriate mechanisms for a product.</p>	<p>Demonstrate understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Convert rotary motion to linear using cams.</p>	<p>Demonstrate understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Use innovative combinations of electronics (or computing) and mechanics in product designs.</p>
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Cooking

<p>Recognise and name food in the kitchen role play area.</p> <p>Use simple skills such as washing, chopping and stirring to help prepare and make a range of cakes, biscuits and some savoury items linked to topics eg edible sparklers, Easter cakes, Christmas tree cones, crumble and soup at Harvest.</p> <p>Taste the food which they have made and describe what they like and dislike.</p>	<p>Recognise and name ingredients in cupboards and the fridge at home or when looking at images in school such as in books.</p> <p>Be able to follow given instructions with support to make a simple snack eg sandwich making.</p> <p>Measure, weigh, chop, stir and mix ingredients safely with adult supervision/support.</p> <p>Taste the food which they have made and describe what they like and dislike.</p>	<p>Recognise and name ingredients in cupboards and the fridge at home or when looking at images in school such as in books.</p> <p>Be able to follow given instructions with support to make a simple snack eg food from around the world linked to topic.</p> <p>Measure, weigh, chop, stir and mix ingredients safely with adult supervision/support.</p> <p>Taste the food which they have made and describe what they like and dislike and identify some similarities to things they have eaten before.</p>	<p>Recognise and name further ingredients in the cupboards and fridge and make suggestions on what ingredients could be mixed in order to cook or bake.</p> <p>Research recipes and ingredients using the internet safely.</p> <p>Be able to use ingredients to follow a simple recipe with support to cook/bake eg Skelton biscuits and cakes linked to topic.</p> <p>Use a further range of skills including measuring, weighing, chopping, stirring and mixing a wider variety of ingredients safely following instructions overseen by an adult.</p> <p>Taste the food that they have made explaining what they like and dislike, and suggest improvements for future.</p>	<p>Recognise and name further ingredients in the cupboards and fridge and make suggestions on ingredients that could be mixed in order to cook/bake.</p> <p>Research recipes and ingredients using the internet safely.</p> <p>Be able to use ingredients to follow a simple recipe with support to cook/bake eg wartime recipes linked to topic.</p> <p>Use a further range of skills including measuring, weighing, chopping, stirring and mixing a wider variety of ingredients safely following instructions overseen by an adult.</p> <p>Taste the food that they have made explaining what they like and dislike, and suggest improvements for future.</p>	<p>Apply knowledge of ingredients to plan and make a recipe within a small group.</p> <p>Research recipes and ingredients using the internet safely and apply these to similar recipes.</p> <p>In small groups, follow recipes applying skills learnt to create a meal within a secondary school kitchen.</p> <p>Apply knowledge and understanding of cooking skills to a wider variety of ingredients and follow instructions with more precision.</p> <p>Use oven safely to cook/bake created meal.</p> <p>Taste the food that they have made and evaluate where improvements can be made for both methods and ingredients used for future.</p>	<p>Apply knowledge of ingredients to plan and make a recipe within a small group and at home.</p> <p>Research recipes and ingredients using the internet safely and apply these to similar recipes, emphasises the similarities and differences.</p> <p>In small groups, follow recipes applying skills learnt to create a meal at school, including a main meal and a pudding.</p> <p>Apply knowledge and understanding of cooking skills to a wider variety of ingredients and follow instructions with more precision.</p> <p>Use oven safely to cook/bake created meal.</p> <p>Taste the food that they have made and evaluate where improvements can be made for both methods and ingredients used for future.</p>
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<p>Trip, visits & other opps.</p>	<p>Baking with adults in school. Support from forest school workers for woodwork and outdoor learning.</p>	<p>Open evening with parents, cook for parents eg sandwich making. Support from forest school workers for woodwork and outdoor learning.</p>	<p>Taste foods from other countries. Visit to bakery? Support from forest school workers for woodwork and outdoor learning.</p>	<p>Visit a museum/place with interesting buildings (end results of design process). Cooking with staff linked to topic. Support from forest school workers for woodwork and outdoor learning.</p>	<p>Cooking with staff linked to topic. Cookery workshop to come in? Support from forest school workers for woodwork and outdoor learning.</p>	<p>Visit a secondary school to carry out a cookery lesson in small groups. Support from forest school workers for woodwork and outdoor learning.</p>	<p>Cooking with staff after SATS. Share meal with parents? Support from forest school workers for woodwork and outdoor learning.</p>
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Expectations of our Year 1 Artists & Designers

By the end of Year 1 our young artists & designers are developing as *gatherers* & demonstrated beginning to use a range of simple art & design techniques involving painting, drawing, collage, textiles, sculpture, printing & woodworking together with art & design skills & simple subject vocabulary to:

1. Describe a piece of artwork created & describe the techniques used to create it.

Expectations of our Year 2 Artists & Designers

By the end of Year 2 our young artists & designers will have become secure *gatherers* & demonstrated they can use effectively a range of simple art & design techniques involving painting, drawing, collage, textiles, sculpture, printing & woodworking together with art & design skills & simple subject vocabulary to:

1. Describe a piece of artwork created & describe the techniques used to create it.

Expectations of our Year 3 Artists & Designers

By the end of Year 3 our young artists & designers are developing as *explainers* & demonstrated they can use a range of art & design techniques involving painting, drawing, collage, textiles, sculpture, printing & woodworking together with art & design skills & subject vocabulary to:

1. Explain a piece of artwork created & explain the techniques used in its creation, suggesting ways it could be improved.
2. Know about an artist &/or explain the style of art from a period of history or place in the world they have learnt about

Expectations of our Year 4 Artists & Designers

By the end of Year 4 our young artists & designers will have become secure *explainers* & demonstrated they can use effectively a range of art & design techniques involving painting, drawing, collage, textiles, sculpture, printing & woodworking together with art & design skills & subject vocabulary to:

1. Explain a piece of artwork created & explain the techniques used in its creation, suggesting ways it could be improved.
2. Know about an artist &/or explain the style of art from a period of history or place in the world they have learnt about

Expectations of our Year 5 Artists & Designers

By the end of Year 5 our young artists & designers are developing as *evaluators* & demonstrated they can use a range of art & design g techniques involving painting, drawing, collage, textiles, sculpture, printing & woodworking together with art & design skills & more technical subject vocabulary to:

1. Evaluate & critique a piece of artwork created & evaluate the techniques used & decisions made in its creation.
2. Know about an artist &/or explain the style of art from a period of history or place in the world they have learnt about
3. Know about inventors, designers, engineers, chefs &/or manufacturers relevant who have developed products relevant to an aspect of D&T learning & evaluate the impact on everyday life

Expectations of our Year 6 Artists & Designers

By the end of Year 6 our young artists & designers will have become secure *evaluators* & demonstrated they can use effectively a range of art & design techniques involving painting, drawing, collage, textiles, sculpture, printing & woodworking together with art & design skills & more technical subject vocabulary to:

1. Evaluate & critique a piece of artwork created & evaluate the techniques used & decisions made in its creation.
2. Know about an artist &/or explain the style of art from a period of history or place in the world they have learnt about
3. Know about inventors, designers, engineers, chefs &/or manufacturers relevant who have developed products relevant to an aspect of D&T learning & evaluate the impact on everyday life

French

Year Group	FSU	1	2	3	4	5	6
	<i>Explorers</i>	Gatherers		Explainers		Evaluators	
Listening	Listening to each other and adults saying hello.	Pupils follow key instructions if French eg Silence Asseyez vous.	Understand: - at least 4 colours (red, blue, yellow, green). -4 fruits (apple, pear, banana, kiwi) -numbers 1 - 5	Understand a few spoken words/phrases: -Teacher's instructions -Days of the week -A few words in song -Colours -Numbers 0-12	Understand a range of familiar spoken phrases: -Myself, family & school -Numbers 13-31 Respond to a clear model of language	Understand main pts from spoken language passage from familiar language: -Short rhyme or sons -Weather forecast -Numbers 32-50	Understand main pts & some detail from short spoken passage: -describing people's what people are wearing -an announcement
Speaking	Children can say hello in a range of languages.	Pupils answer the register in a range of languages eg French, Polish, Latvian and Spanish. They use basic greetings eg Bonjour and Merci.	Pupils use basic greetings eg Bonjour, Au Revoir, Merci. Pupils can say the names of at least 4 colours and 4 fruits.	Say/repeat a few simple words & phrases: -greetings Know single letter sound pronunciation Imitate correct pronunciation with some success	Answer simple questions & give basic info: -about the weather -brothers & sisters -pets Show awareness of sound patterns Be clearly understood	Ask & answer simple questions: -food likes -hobbies/interests Pronounce letter strings	Take part in a simple conversation Express an opinion Pronounce range of letter strings Begin understanding how accents change sounds Substitute vocab to vary questions & statements More accurate pronunciation & developing intonation
Reading		-	-	Recognise & read out a few familiar words or phrases: -from stories & rhymes -labels on familiar objects -the date Use visual clues to help	Understand some familiar written phrases: -simple weather phrases -basic animal descriptions	Understand main pt/s in short written text: -simple postcard/email Match sound to print by reading aloud familiar words/phrases Use a book or glossary	Understand the main pts & some detail from short written text Begin to read independently Use bilingual dictionary to look up new words

				reading		to find word meanings	
Writing		-	-	Write or copy simple words/symbols correctly: -personal info (eg age) -numbers -colours -names of fruit	Write 1 or 2 short sentences with support (eg a model or cloze): -describe animals -introduce family Begin to spell commonly used words correctly	Write a few short sentences with support using already learnt -describe planets -simple note/message -hobbies Spell words that are readily understandable	Write a short text on familiar topic, adapting language already learnt Spell commonly used words correctly
Intercultural Understanding	ELG: They know about similarities and differences between themselves and others, and among families, communities and traditions.	Understand that people speak different languages in different countries. Explore an aspect of a different culture eg Chinese New Year or Diwali.	Know some traditional French songs. Learn a traditional French Dance.	Understand & respect people/places in the world are different to me & where I live Understand that people speak a different language to my own	Identify similarities & differences in my culture to another Talk about celebrations in other cultures & know about daily life in countries different to mine (eg Easter)	Respect & understand cultural diversity Understand how symbols, objects & pictures can represent a country	Talk about, discuss & present info about a particular country's culture Begin to understand more complex issues which affect countries in the world today
Vocab		Bonjour Merci range of ways to answer register in different languages.	Bonjour, Au Revoir, Merci 1 – 5 4 colours 4 fruits	Simple greetings 11 colours 12 foods Days of the week	Parts of the body Zoo animals Members of the family Basic weather expressions	Shops Planets Breakfast foods Seasons More weather expressions	Some occupations Phrases needed when playing a game Different types of accommodation

Expectations of our Year 1 Linguists

By the end of Year 1 our young linguists are developing into *gatherers* by demonstrating an understanding of listening to and speaking basic French:

1. Follow key instructions eg Silence, Asseyez vous
2. Speak using basic greetings eg Bonjour and Merci

Expectations of our Year 2 Linguists

By the end of Year 2 our young linguists are secure *gatherers* by demonstrating increasing understanding of listening to and speaking basic French:

1. Speak using more basic greetings eg Au revoir
2. Recall, understand and can say at least 4 colour and 4 fruits

Expectations of our Year 3 Linguists

By the end of Year 3 our young linguists are developing into *explainers* by demonstrating increasing ability to listen and speak basic French and beginning to write simple sentences in French:

1. Write a simple sentence describing the colour of something eg Elmer est bleu et rouge
2. Demonstrate an understanding of a wider range of instructions eg Regardez, Ecoutez, Venez ici

Expectations of our Year 4 Linguists

By the end of Year 4 our young linguists are secure *explainers* by demonstrating increasing ability to listen and speak basic French and writing simple sentences in French in a wider range of contexts:

1. Write sentences describing animals using a quantifier (très) and wider range of adjectives eg Le singe est rigolo, le lion est très féroce
2. Demonstrate an understanding of the vocabulary relating to family members by responding to questions and/or writing about their family.

Expectations of our Year 5 Linguists

By the end of Year 5 our young linguists are developing into *evaluators* by demonstrating increasing ability to listen and speak French and write more complex sentences in French:

1. Write sentences using correct grammar rules relating to adjectives eg Mars est une petite planète rouge
2. Apply what they have learnt when creating a timetable / sentences relating to hobbies they take part in

Expectations of our Year 6 Linguists

By the end of Year 6 our young linguists are secure *evaluators* by demonstrating increasing ability to listen and speak French and write more complex sentences in French in a wider range of contexts:

1. Write sentences on a familiar topic which uses mais (but) and the negative eg A Appledore il y a un café et une église mais il n'y a pas de hôpital
2. Apply earlier learnt grammar rules when creating more complex sentences eg when describing their home or an imagined home

Science

FSU	1	2	3	4	5	6
Explorers	Gatherers		Explainers		Evaluators	
<i>Working Scientifically</i>						
	<p>Ask simple questions and recognise that they can be answered in different ways</p> <p>Observe closely, using simple equipment performing simple tests</p> <p>Identify and classify</p> <p>Select/recall information from observations and ideas to suggest answers to questions gather and record data to help in answering questions.</p>	<p>Suggest relevant questions and use different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Systematically and carefully observe and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gather, record, classify and present data in a variety of ways to explain the answers to questions</p> <p>Record and explain findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Explain findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and create further questions</p> <p>Identify differences, similarities or changes demonstrating understanding of simple scientific ideas and processes</p> <p>Use straightforward scientific evidence to suggest answers questions or to explain their findings.</p>	<p>Suggest and plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate to justify conclusions</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Apply knowledge from test results to make predictions to hypothesise further comparative and fair tests</p> <p>Report and present findings from enquiries; reach informed conclusions</p> <p>Identify causal relationships and evaluate the degree of trust in results through oral and written forms such as displays and other presentations</p> <p>Use evidence to justify conclusions. identify and evaluate scientific evidence that has been used to justify or refute ideas or arguments.</p>			

	<p>Plants Identify a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees .</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Observe and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Living things & their habitats Categorise and compare things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, sequence a simple food chain and identify different sources of food.</p>	<p>Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Observe the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and identify how they vary from plant to plant.</p> <p>Observe and explain the way in which water is transported within plants.</p> <p>Recognise and describe the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Living things & their habitats Recognise that living things can be classified in a variety of ways.</p> <p>Demonstrate understanding of and use classification keys to help sort and identify a variety of living things in their local and wider environment.</p> <p>Explain how environments can change and that this can sometimes pose dangers to living things, suggesting reasons why.</p>	<p>Living things & their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals</p>	<p>Living things & their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Suggest reasons for classifying plants and animals based on specific characteristics</p>
	<p>Health & Growth Recognise that animals, including humans, have offspring that grow into adults.</p> <p>Identify and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>Animals, Including humans Identify and sort a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and classify a variety of common animals that are carnivores, herbivores</p>	<p>Animals, Including humans Demonstrate understanding that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>	<p>Animals, Including humans Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and explain their simple functions.</p>	<p>Animals, Including humans Describe the changes as humans develop to old age, suggesting reasons for these changes.</p>	<p>Animals, Including humans Identify the main parts of the human circulatory system; describe and explain the functions of the heart, blood vessels and blood.</p> <p>Evaluate the impact of diet, exercise, drugs</p>

	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, draw and label the basic parts of the human body and recognise which part of the body is associated with each sense.</p>	<p>Recognise that humans and some other animals have skeletons and muscles and explain that they provide support, protection and movement.</p>	<p>Identify and explain a variety of food chains, identifying producers, predators and prey.</p> <p>Create food chains, demonstrating an understanding of the transfer of energy.</p>		<p>and lifestyle on the way their bodies function.</p> <p>Demonstrate understanding of the ways in which nutrients and water are transported within animals, including humans.</p>
	<p>Properties of Materials</p> <p>Recall names for objects and identify the materials from which they are made (distinguishing between the two).</p> <p>Identify a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare, contrast and categorise a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Changing materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Observe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Rocks</p> <p>Compare and categorise different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Explain in simple terms how fossils form when things that have lived are trapped within rock.</p> <p>Demonstrate understanding that soils are made from rocks and organic matter.</p>	<p>States of Matter</p> <p>Categorise materials, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled. Measure or research the temperature at which this happens in degrees Celsius (°C) to reach an informed conclusion.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Properties & Changes of Materials</p> <p>Compare and categorise everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Demonstrate understanding that some materials will dissolve in liquid to form a solution, and explain how to recover a substance from a solution.</p> <p>Apply knowledge of solids, liquids and gases to evaluate how mixtures might be separated, including</p>	<p>Evolution & Inheritance</p> <p>Demonstrate understanding that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Explain how animals and plants are adapted to suit their environment in different ways and suggest reasons why that adaptation may lead to evolution.</p>

					<p>through filtering, sieving and evaporating.</p> <p>Give reasons, applying evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate understanding that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible,</p>	
	<p>Sound Identify different light sources including the sun (non-stat)</p> <p>Recognise that there are many kinds of sound and sources of sound (non-stat)</p> <p>Observe and compare through exploration different ways of making and altering sounds. (non-stat)</p>	<p>Forces & Movement Observe and describe the movement of familiar things (eg cars going faster, slowing down, changing direction) (non-stat)</p> <p>Recognise that both pushes and pulls are examples of forces. (non-stat)</p> <p>Observe and describe how when things speed up, slow down or change direction, there</p>	<p>Forces & Magnets Compare how things move on different surfaces and suggest reasons why.</p> <p>Observe that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and</p>	<p>Sound Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Observe and identify patterns between the pitch of a sound and features of the object that produced it.</p> <p>Observe and identify patterns between the</p>	<p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller</p>	

		is a cause (eg a push or pull). (non-stat)	<p>categorise a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Suggest a line of enquiry to demonstrate whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>volume of a sound and the strength of the vibrations that produced it.</p> <p>Explain why sounds get fainter as the distance from the sound source increases.</p>	force to have a greater effect	
	<p>Seasonal Changes & Light</p> <p>Observe changes across the four seasons.</p>	<p>Season Changes</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Light</p> <p>Demonstrate understanding that they need light in order to see things and that dark is the absence of light.</p> <p>Observe that light reflects from surfaces.</p> <p>Recognise that light from the sun can be dangerous and suggest ways to protect their eyes.</p> <p>Recognise and explain how shadows form when the light from a light source is blocked by a solid object.</p> <p>Explain why the size of shadows change and describe patterns observed.</p>		<p>Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Apply knowledge of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>Light</p> <p>Explain that light appears to travel in straight lines.</p> <p>Apply knowledge that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Apply knowledge that light travels in straight lines to explain why shadows have the same shape as the objects</p>

		<p>Electricity Observe through exploration battery powered toys and carry out a variety of enquiries related to these, selecting components to make a simple circuit for a light. (non-stat)</p>		<p>Electricity Identify common appliances that run on electricity.</p> <p>Create a simple series electrical circuit, identifying its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Suggest 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.</p> <p>Explain how a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p>		<p>that cast them.</p> <p>Electricity Identify how the brightness of a lamp or the volume of a buzzer is associated with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Apply recognised symbols when representing a simple circuit in a diagram.</p>
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Expectations of our Year 1 Scientists

By the end of Year 1 our young scientists are developing into *gatherers* and demonstrating age appropriate scientific knowledge and scientific working by achieving all objectives in the following units of enquiry:

- plants, health and growth, properties of materials, sound and seasonal changes and light

Expectations of our Year 2 Scientists

By the end of Year 2 our young scientists are secure *gatherers* and demonstrate age appropriate scientific knowledge and scientific working having by achieving all objectives in the following units of enquiry:

- living things and their habitats, animals including humans, changing materials, force and movement, season changes and electricity

Expectations of our Year 3 Scientists

By the end of Year 3 our young scientists are developing into *explainers* and demonstrating age appropriate scientific knowledge and scientific working by achieving all objectives in the following units of enquiry:

- plants, animals including humans, rocks, forces and magnets, and light

Expectations of our Year 4 Scientists

By the end of Year 4 our young scientists are secure *explainers* demonstrating age appropriate scientific knowledge and scientific working by achieving all objectives in the following units of enquiry:

- living things and their habitats, animals including humans, states of matter, sound and electricity

Expectations of our Year 5 Scientists

By the end of Year 5 our young scientists are developing into *evaluators* and demonstrating age appropriate scientific knowledge and scientific working by achieving all objectives in the following units of enquiry:

- living things and their habitats, animals including humans, properties and changes of materials, forces and space,

Expectations of our Year 6 Scientists

By the end of Year 6 our young scientists have become secure *evaluators* demonstrating age appropriate scientific knowledge and scientific working by achieving all objectives in the following units of enquiry:

- living things and their habitats, animals including humans, evolution and inheritance, light and electricity

Our Values

	Autumn 1	Autumn 2	Spring 1	Spring 2	Spring 3	Spring 3
Year 1	Responsible	Respectful	Healthy (body)	Inspirational	Honest	Kind
Year 2	Inclusive	Determined	Healthy (mind)	Friendship	Positive	Creative

Philosophy for Children (P4C) is the way we deliver most of our Values Curriculum

	FSU	1 & 2	3 & 4	5 & 6
Speaking	Some people speak	Most people speak	I speak Most people speak	I speak Most people speak We help others to speak
Listening	Listen to others	Listen carefully to other speakers and give them eye contact	Listen carefully to every speaker	Listen carefully to every speaker Let people finish saying what they wanted to say
Turn taking	Take turns to speak	Take turns to speak one at a time	Take turns to speak one at a time	Take turns to speak one at a time
Concentrating	Concentrate on the stimulus	Concentrate on the stimulus and reflect on it	Stick with the main dialogue topics	Stick with the main dialogue topics
Comparing & contrasting	Identify similarities and differences	Identify similarities and differences	Identify similarities and differences	Identify similarities and differences
Questioning	Ask question to a key person	Begin to ask questions of others	Ask questions of others	By asking others questions we understand more what they mean
Opinion	Start to use vocabulary such as "I agree" and "I disagree"	Know it's ok to disagree	Disagree without showing anger	Disagree without showing anger
Reasoning	Begin to use the word "because" to give reasons	Give reasons	Give reasons	Give reasons Suggest conclusions Suggest lessons learnt
Trip, visits & other opps.				

P4C Values and the DfE Relationships and Health Education Requirements

By the end of primary pupils should know:

Families and people who care for me (FPC)	<ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships (CF)	<ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships (RR)	<ol style="list-style-type: none"> 1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	<ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.
Being safe (BS)	<ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

	<ol style="list-style-type: none"> 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.
Mental Wellbeing (MW)	<ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms (ISH)	<ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online
Physical health and fitness (PHF)	<ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	<ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

(HP)	<ul style="list-style-type: none"> 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	<ul style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	<ul style="list-style-type: none"> 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

The rows and columns below map our P4C Values half-termly focus to the DfE statutory requirements for both Relationships and Health Education (RSHE). Lessons that are not part of the DfE's statutory guidance are included because they ensure a comprehensive PSHE programme.

Year 1 Autumn 1 P4C Value Responsible

	DfE end of primary statutory statements	Lesson title
Nursery	HP5, HE1, FPC1, CR1	<ul style="list-style-type: none"> Looking after myself Looking after others Looking after the environment
Reception	FPC1, FPC2, CR1, CR2, BS1	<ul style="list-style-type: none"> Looking after special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world
Year 1/2	HP4, HP5 BS1 BS6, BS7, BS8 RR5 Wider curriculum (not covered by DfE statutory requirements)	<ul style="list-style-type: none"> Wash and brush up At school Feeling safe Taking care of something Around and about school – how can we look after our environment
Year 3/4	BS1 MW5 BS6, BS7, BS8, PHF4 RR3, RR5, OR2, OR3, RR3, OR4, OR5, ISH2, ISH6, ISH7 Wider curriculum (not covered by DfE statutory requirements)	<ul style="list-style-type: none"> At school Our helpful volunteers Who helps us stay healthy and safe? How do we make a difference? In the news! Environmental organisations
Year 5	BS1 BS6, BS7, BS8 DAAT1	<ul style="list-style-type: none"> At school Rights, responsibilities and duties Keeping safe Keeping safe

	RR5, RR6, BS7, CF3, CF4, CF5 RR5, RR6, BS7, CF3, CF4, CF5 Wider curriculum (not covered by DfE statutory requirements)	Taking responsibility Taking responsibility with each other Happy shoppers
Year 6	BS1 BS6, BS7, BS8 RR8, OR1, OR2, OR3, OR4, BS1, MW1, ISH4, ISH5, ISH6 RR5, RR6, BS7, CF3, CF4, CF5 CF3 Wider curriculum (not covered by DfE statutory requirements)	At school Keeping safe Fakebook friends Taking responsibility New beginnings Happy shoppers

Year 1 Autumn 2 P4C Value Respectful

	DfE end of primary statutory statements	Lesson title
FSU	RR1, RR3	Respecting classroom and toys What makes us different from each other Diwali
Year 1/2	RR1, RR2, RR3	Showing respect
Year 3/4	RR4, RR5, RR6, BS7, CF3, CF4, CF5	Self-respect Respecting others Respecting property
Year 5/6	RR4, RR5, RR6, RR7, RR8	What does respect mean? What does respect look like How do we show respect? Respecting others

Year 1 Spring 1 P4C Value Healthy (body)

	DfE end of primary statutory statements	Lesson title
FSU	HE1, HP3, DAT1	What does our body need? Healthy eating What is safe to go into my body?
Year 1/2	HE1, HE2, HP2, HP3, HP4, HP5, HP6, PHF1, PHF3, DAT1, MW3, MW5	I can eat a rainbow Eat well Healthy Me Super Sleep Medicines

		Helping us to keep clean and healthy
Year 3/4	HE1, HE2, HE3, HP5, HP6, RR1, RR2, RR3, DAT1	Ready, steady, cook Feeling poorly Medicines: check the label Alcohol and cigarettes: the facts Help or harm? For or against
Year 5/6	MW1, MW5, MW6, MW7, DAT1, ISH2, ISH6, BS1, PHF1, PHF2, PHF3, PHF4, HE1, HE3, HP3, HP4, HP6,	Five ways to wellbeing project What sort of drug? Smoking: what is normal? Would you risk it? What is the story?

Year 1 Spring 2 P4C Value Inspirational

	DfE end of primary statutory statements	Lesson title
FSU	N/a	What does it mean?
Year 1/2		Seize new opportunities and keep an open-mind What would you like to do when you are older? Hopes and dreams for the future
Year 3/4		Who are you inspired by? How else do people inspire Inspirational Places
Year 5/6		Inspirational people Who inspires you?

Year 1 Summer 1 P4C Value Honest

	DfE end of primary statutory statements	Lesson title
FSU	CF2	Examples of honesty
Year 1/2	CF2	'The Empty Pot' 'The boy who cried wolf' 'Tiddler' 'Bog Baby' 'The woodcutter and the axe' - Aesop's Fable https://www.youtube.com/watch?v=o2MH1gYE8e0
Year 3/4	CF2	'The boy who cried wolf' 'The Gruffalo' Ask Lara (BBC Learning clip)

Year 5/6	CF2	What does it mean?
Year 1 Summer 2 P4C Value Kindness		
FSU	CF2	'Kindness Elves' 'Rainbow Fish' 'Percy the Park keeper'
Year 1/2	CF2, CF3, CF4, RR2, RR3, MW3	An act of Kindness 'The Magic Paintbrush' 'Have you filled a Bucket Today?' 'The Friendship Code' 'Dogger' 'Room on the Broom' Pay it forward
Year 3/4	CF2	
Year 5/6	CF2	'Little Bears little boat' 'Try a little kindness' song by Glen Campbell
Year 2 Autumn 1 P4C Value Inclusive		
	DfE end of primary statutory statements	Lesson title
FSU	RR1, RR2	Elmer Helping a friend
Year 1/2	FPC3, FPC4, RR1, RR2, MW8	Same or different? 'Something Else' 'Odd dog out' How do we make others feel? When someone is left out 'Tusk, Tusk' 'Fruit salad' Together we are a masterpiece
Year 3/4	FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	Let's celebrate our differences Team challenge
Year 5/6	RR1, RR2, RR3, RR4, RR5, RR6, RR7, FPC3, CF2, CF3, BS1, MW3, OR2, ISH2, ISH6	OK to be different We have more in common than not Tolerance and respect for others Being inclusive Team work

		Black history activity Anti-bullying Happy Being Me Boys will be boys? Challenging gender stereotypes
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Year 2 Autumn 2 P4C Value Determined

	DfE end of primary statutory statements	Lesson title
FSU	N/a	What does determination mean? Being determined
Year 1/2		'Stick Man' by Julia Donaldson 'The Emperor's Egg/Dynasties' – Martin Jenkins Louis Braille –(Magic Grandad video) Thomas Edison Finding Nemo (book of the film) Lauren Steadman (video from Strictly Come Dancing)
Year 3/4		Being determined 'The Most Magnificent thing' – Ashley Spires 'The Tortoise and the Hare' – Aesop fable
Year 5/6		What determination means Bruce and the spider Stuck – Oliver Jeffers

Year 2 Spring 1 P4C Value Healthy (mind)

	DfE end of primary statutory statements	Lesson title
FSU		Listening to my feelings
Year 1/2	CF2, CF3, CF4, RR5, RR6, MW8, MW2, MW3, MW4, MW6, MW7, MW9	Thinking about feelings Our feelings Who can help? Let's all be happy Pass on the praise
Year 3/4	MW1, MW2, MW3, MW4, MW6, MW7, MW9, CAB1, FPC1, FPC2, FPC4, CF5, RR2	Feelings Coping with loss Moving house My feelings are all over the place
Year 5/6	MW1, MW2, MW3, MW4, MW6, MW7, MW9, MW10, FPC1, FPC2, CF3, CAB1, HE3, DAT1	How are you feeling? Our emotional needs Helpful or unhelpful? Managing change

Year 2 Spring 2 P4C Value Friendship

	DfE end of primary statutory statements	Lesson title
FSU		
Year 1/2	CF1, CF2, CF3, CF4, CF5, RR1	Good friends How are you listening?
Year 3/4	CF1, CF2, CF4, CF5, RR3	Looking after special people
Year 5/6	CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5, MW6, FPC1, FPC4, MW1, MW2, MW3	Qualities of friendship

Year 2 Summer 1 P4C Value Positive

	DfE end of primary statutory statements	Lesson title
FSU		Bucket filling story Super Learner Wow! Moments What makes you feel good about yourself?
Year 1/2	N/a	'Bear Necessities' 'The Ugly Five' – Julia Donaldson 'The Bear, The Piano, The Dog and the Fiddle' – David Litchfield Positive posters 'The Lion Inside' – Rachel Bright
Year 3/4		'How full is your bucket' 2 photos – one of person who has given up and one who hasn't Image of glass half full/half empty
Year 5/6		Image of glass half full/half empty Black dot Positive, successful people

Year 2 Summer 2 P4C Value Creative

	DfE end of primary statutory statements	Lesson title
FSU		Josie and the Junk box – Rigby star pink level
Year 1/2	N/a	'The dot' – Peter H Reynolds 'Beautiful Oops' – Barney Saltzberg A cloudy Lesson https://www.literacyshed.com/cloudylesson.html 'Journey' – Aaron Becker

		'Ish' – Peter H Reynolds 'Use your imagination' – Nicola O'Byrne
Year 3/4		The dot
Year 5/6		Introducing value 'The Day the crayons quit' – Drew Daywalt Inventions How creative are you?

Growing and changing

	DfE end of primary statutory statements	Lesson title
FSU		Life stages, plants, animals, humans Human life cycle Getting Bigger Me and My Body
Year 1	PHF4, FPC2, CAB1, FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8	Inside my wonderful body! Taking care of a baby Then and now Surprises and secrets Keeping privates private
Year 2	CAB1, BS2, BFA1, BFA2	Haven't you grown? My body, your body Respecting privacy Basic first aid
Year 3	CF1, CF2, CF5, OR2, BS2, BS3, BS7	Relationship Tree Body space Secret or surprise My changing body
Year 4	BS1, BS2, BS3, BS4, BS5, BS7, CAB1, CAB2, RR1, RR8, MW2, MW3, FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5 BFA1, BFA2	All change! Period positive Secret or surprise? Together Basic First Aid
Year 5	BBS2, BS3, BS4, BS6, BS7, BS8, CAB1, CAB2	Changing bodies and feelings Growing up and changing bodies Safe and unsafe secret
Year 6	FPC2, FPC3, FPC4, FPC6, MW2, MW3, MW4, MW6, MW9, ISH2, ISH5, CAB1, CAB2, RR1, RR2, RR4, RR6, RR7, OR1, OR2, OR3, OR4, OR5, OR6, BS2, BS3, BS4, BS5, BS6, BS7, BS8, HP5,	Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online

		<p>Is this normal?</p> <p>Safe or unsafe secret</p> <p>Making babies</p> <p>What is HIV?</p>
Keeping Myself safe		
	DfE end of primary statutory statements	Lesson title
FSU	ISH1,OR3	Keeping safe online
Year 1	FPC6, RR8, BS1, BS2, BS5, BS7, BS8	Good or bad touches
Year 2	BS1, BS3, BS4, BS5, MW2,	<p>I do not like that!</p> <p>Fun or not?</p> <p>Should I tell?</p> <p>Some secrets should never be kept</p>
Year 3	OR1, OR2, OR3, OR4, OR5, HE1, HE3, HE6, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7	<p>Super searcher</p> <p>None of your business!</p>
Year 4	OR2, OR3, OR5, ISH3, ISH5, CF3, CF5, RR4, RR6, BS1, BS6, MW4, DAT1	<p>Picture Wise</p> <p>How dare you!</p> <p>Keeping ourselves safe</p>
Year 5	RR6, OR1, OR2, OR3, OR4, OR5, MW8, ISH3, ISH5, ISH7, BS1, BS4	<p>Spot bullying</p> <p>Play, Like, share</p>
Year 6	FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS1, BS2, BS3, BS4, BS5, BS7, BS8, OR1, OR3, OR5, ISH1, ISH3, ISH4, ISH5, ISH7	<p>Don't force me</p> <p>Acting appropriately</p> <p>It's a puzzle</p> <p>Traffic lights</p> <p>To share or not to share?</p>

P.E.							
Yr	FSU	1	2	3	4	5	6
	Explorers	Gatherers		Explainers		Evaluators	
Content	ELG: Children know the importance for good health of physical exercise and a healthy diet, and identify ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently	Children recognise how important it is to stay hydrated and can describe all the health benefits of drinking water.	Children recognise that to stay healthy they need an adequate, varied diet, and can identify different food groups.	Children to demonstrate an understanding of how to improve their level of fitness and to explain what happens to our bodies when we exercise.	Children to demonstrate an understanding of the different food groups and explain the impact they have on our bodies and digestive system.	Children to understand the importance of developing healthy sleeping patterns and the positive impact of a good night's sleep.	Children to take ownership of their own health & fitness by making reasoned judgements about how much/often they should exercise, what they should be eating/ drinking and what their sleeping habits should be.
	<p><i>Physical Development: Moving and Handling</i> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><i>Physical</i></p>	<p>Develop fundamental movement skills such as agility, balance and coordination, individually & with others.</p> <p>Engage in competitive (against self/others) & co-operative physical activities.</p>	<p>Develop fundamental movement skills, becoming increasingly competent & confident accessing broad range of opportunities to extend their agility, balance & coordination, individually & with others.</p> <p>Engage in competitive (against self/others) & co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Apply broader range of skills, learning how to use them in different ways & to link them to make actions & sequences of movement.</p> <p>Enjoy communicating, collaborating & competing with each other.</p>	<p>Apply & develop broader range of skills, learning how to use them in different ways & to link them to make actions & sequences of movement.</p> <p>Enjoy communicating, collaborating & competing with each other.</p>	<p>Apply & develop broader range of skills, learning how to use them in different ways & to link them to make actions & sequences of movement.</p> <p>Enjoy communicating, collaborating & competing with each other.</p> <p>Develop understanding of how to improve in different physical activities/sports &</p>	<p>Apply & develop broader range of skills, learning how to use them in different ways & to link them to make actions & sequences of movement.</p> <p>Enjoy communicating, collaborating & competing with each other.</p> <p>Develop understanding of how to improve in different physical activities/sports &</p>

<p><i>Development: Health and Safe Care</i> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Master basic movements including running, jumping, throwing & catching, as well as developing balance, agility & co-ordination.</p> <p>Participate in team games.</p> <p>Perform dances using simple movement patterns.</p> <p>Describe their activities</p>	<p>Master basic movements including running, jumping, throwing & catching, as well as developing balance, agility & co-ordination, begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p> <p>Describe their activities</p>	<p>Use running, jumping, throwing and catching in isolation.</p> <p>Play competitive games (handball, tag rugby, football and cricket)</p> <p>Develop flexibility, strength, technique, control and balance (through athletics and gymnastics)</p> <p>Perform dances using a range of movement patterns</p> <p>Explain choices made in their performance</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games (handball, tag rugby, rounders and tennis) and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance (through athletics and gymnastics)</p> <p>Perform dances using a range of movement patterns</p> <p>Explain choices made in their performance</p>	<p>learn how to evaluate their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games (cricket, hockey, netball/benchball, rounders and tennis) and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance (through athletics and gymnastics)</p> <p>Perform dances using a range of movement patterns</p> <p>Take part in outdoor adventurous activity challenges individually</p> <p>Critique their/others performance and compare with previous performance</p>	<p>learn how to evaluate & recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate (cricket, hockey, netball/benchball, rounders and tennis) and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance (through athletics and gymnastics)</p> <p>Perform dances using a range of movement patterns</p> <p>Take part in outdoor and adventurous activity challenges both individually & within a team</p> <p>Critique their/others performance and compare with previous performance</p>
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				Swimming and water safety Pupils should be taught to swim at least 25m (ideally 100m) competently, confidently & proficiently Pupils use a range of strokes efficiently (eg front crawl, backstroke and breaststroke.) Pupils should be able to perform safe self-rescue in different water-based situations.	Swimming and water safety Pupils who are unable to swim competently, confidently and proficiently over a distance of at least 25 metres (ideally 100 metres.) and are unable to perform safe-self rescue continue to receive swimming provision.	
Wider Opps	Sports Day Activities Sport Relief FSU Sports Afternoon Torridge Pool	Sports Day Activities and Races, multi-skills festival with ACCT schools, House competitions, Link to Torridge Pool Y5&6: Opportunity to qualify for North Devon qualifiers.				
Vocab	Hop, slide (side step), leap, jump, run, balance, track, drop, catch, trap.	Vertical, horizontal, control, sequence, front support/back support, strides, lunge, squat, roll, tuck, pike, straddle.	Bend, rotate, twist, stretch, rhythm, fluid, progression, mirroring, strong base, refine, symmetry, tension.	Handball: Attack, checking, jump shot, keeper, block, court, foul. Tag Rugby: Tag, tagging, score, try, underarm, pass. Football: Tackle, dribble, handball, goal, pass, penalty kick, defender, shoot. Cricket: Bowl, bowlers, catch, fielder, wicket, no ball, over-arm.	Handball: Attack, checking, jump shot, keeper, block, court, foul. Tag Rugby: Tag, tagging, score, try, underarm, pass. Rounders: Backstop, bat, batting, fielding, half-rounder, rounder, innings, no-ball, out, posts. Tennis: advantage, backhand, fault, double-fault, forehand, lob, love, net, racquet, rally, serve, volley. Hockey: Attacker, centre line, defender, dribble, pass, push, shoot. Netball: Centre circle, centre pass, chest pass, contact, court, dodging, free pass, landing foot, marking, overhead pass, pivot, shoot.	Cricket: Bowl, bowlers, catch, fielder, wicket, no-ball, over-arm. Rounders: Backstop, bat, batting, fielding, half-rounder, rounder, innings, no-ball, out, posts. Tennis: advantage, backhand, fault, double-fault, forehand, lob, love, net, racquet, rally, serve, volley. Hockey: Attacker, centre line, defender, dribble, pass, push, shoot. Netball: Centre circle, centre pass, chest pass, contact, court, dodging, free pass, landing foot, marking, overhead pass, pivot, shoot.

Expectations of our Year 1 Athletes

By the end of Year 1 our young athletes are developing into *gatherers* & beginning to demonstrate they can be physically active for sustained periods of time while learning to:

1. Children recognise how important it is to stay hydrated and can describe all the health benefits of drinking water
2. Master basic movements including running, jumping, throwing and catching
3. Develop balance, agility and co-ordination
4. Participate in team games
5. Perform dances using simple movement patterns
6. Describe their activities

Expectations of our Year 2 Athletes

By the end of Year 2 our young athletes will have become secure *gatherers* & demonstrated they can be physically active for sustained periods of time while learning to:

1. Children recognise that to stay healthy they need an adequate and varied diet and can identify different food groups
2. Master basic movements including running, jumping, throwing and catching, develop balance, agility and co-ordination, and begin to apply these in a range of activities
3. Participate in team games, developing simple tactics for attacking and defending.
4. Perform dances using simple movement patterns
5. Describe their activities

Expectations of our Year 3 Athletes

By the end of Year 3 our young athletes are developing into *explainers* & beginning to demonstrate they can support their health and fitness by becoming physically confident, developing an understanding of how to improve and to:

1. Children to demonstrate an understanding of how to improve their level of fitness and to explain what happens to our bodies when we exercise
2. Learn rules and tactics for competitive games taught in their year group
3. Swim at least 25 metres, use a range of strokes effectively and perform safe self-rescue
4. Run, jump, throw and catch in isolation
5. Play competitive games
6. Develop flexibility, strength, technique, control and balance
7. Perform dances using a range of movement patterns
8. Explain choices made in their performance

Expectations of our Year 4 Athletes

By the end of Year 4 our young athletes will have become secure *explainers* & demonstrated they can support their health and fitness by becoming physically confident, developing an understanding of how to improve and to:

1. Children to demonstrate an understanding of the different food groups and explain the impact they have on our bodies and digestive system
2. Learn rules and tactics for competitive games taught in their year group
3. Swim at least 25 metres, use a range of strokes effectively and perform safe self-rescue
4. Run, jump, throw and catch in isolation and in combination
5. Play competitive games and apply basic principles suitable for attacking and defending
6. Develop flexibility, strength, technique, control and balance
7. Perform dances using a range of movement patterns
8. Explain choices made in their performance

Expectations of our Year 5 Athletes

By the end of Year 5 our young athletes are developing into *evaluators* & beginning to demonstrate they can compete, while exhibiting the importance of respect and fairness and will be able to recognise and evaluate their own success to:

Expectations of our Year 6 Athletes

By the end of Year 6 our young athletes will have become secure *evaluators* & demonstrated they can compete, while exhibiting the importance of respect and fairness and will be able to recognise and evaluate their own success to:

1. Children to take ownership of their own health & fitness by making reasoned judgements about how much/often they should exercise, what they should be

1. Children to understand the importance of developing healthy sleeping patterns and the positive impact of a good night's sleep
2. Learn rules and tactics for competitive games taught in their year group.
3. Run, jump, throw and catch in isolation and in combination
4. Play competitive games and apply basic principles suitable for attacking and defending
5. Develop flexibility, strength, technique, control and balance
6. Perform dances using a range of movement patterns
7. Critique their/others performance and compare with previous performance
8. Take part in outdoor and adventurous activity challenges individually

- eating/ drinking and what their sleeping habits should be.
2. Learn rules and tactics for competitive games taught in their year group.
3. Run, jump, throw and catch in isolation and in combination
4. Play competitive games and apply basic principles suitable for attacking and defending
5. Develop flexibility, strength, technique, control and balance
6. Perform dances using a range of movement patterns
7. Critique their/others performance and compare with previous performance
8. Take part in outdoor and adventurous activity challenges individually and within a team

Religious Education

Year Group	FSU	1	2	3	4	5	6
Explorers		Gatherers		Explainers		Evaluators	
Make sense of a range of religious beliefs.	<p>They answer 'how' and 'why' questions about their experiences and in response to stories or events. (U)</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (S)</p>	<p>Identify core beliefs and concepts studied and give a simple description of what they mean (eg when learning about the Genesis 1 version of Creation)</p> <p>Give examples of how stories show what people believe (eg Christian idea that God is a forgiving Father – Prodigal Son Parable)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers (eg in 'World and Others' unit – everyone being unique and valuable)</p>	<p>Identify core beliefs and concepts studied and give a simple description of what they mean (eg recall the account of Jesus' birth and/or story of Matthew the Tax Collector)</p> <p>Give examples of how stories show what people believe (eg the events of Holy Week and the idea of Jesus rescuing people)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers (eg recognise that Jesus gives instructions about how to behave)</p>	<p>Explain the core beliefs and concepts studied (Genesis 1 story as the beginning of the Bible's Big Story (2.1))</p> <p>Make clear links between texts/sources of authority and the key concepts studied (eg the story of Noah and the idea of God's promise/covenant 2.2)</p> <p>Suggest what texts/sources of authority can mean and give examples of what these sources mean to believers (eg what Jesus' actions towards outcasts mean for a Christian 2.4)</p>	<p>Explain the core beliefs and concepts studied (Holy Week – Christian belief that Jesus came to rescue or save people 2.5)</p> <p>Make clear links between texts/sources of authority and the key concepts studied (eg beliefs about love, commitment and promises 2.11)</p> <p>Suggest what texts/sources of authority can mean and give examples of what these sources mean to believers (eg what Christians say about the importance of the events of Holy Week 2.5)</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions (eg different types of text 2.1)</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority (Christian beliefs about God 2.1 ; Gospel texts 2.4)</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions (eg Genesis 1)</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority (eg Genesis 1)</p>
Understand the impact and significance of religious and non-religious beliefs.	Children talk about past and present events in their own lives and in the lives of family members. (UW)	Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg. Christians forgive	Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg describe what	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities (eg how people try to make the	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities (eg beliefs about love and	Make clear connections between what people believe and how they live, individually and in communities (eg	Make clear connections between what people believe and how they live, individually and in communities (eg

	<p>They make observations of animals and plants and explain why some things occur, and talk about changes. (UW)</p>	<p>others and say thank you and sorry to God)</p> <p>Give examples of ways in which believers put their beliefs into practice (eg how people show they care for the world)</p>	<p>Christians do at Christmas)</p> <p>Give examples of ways in which believers put their beliefs into practice (eg by giving to charity and saying sorry 1.4)</p>	<p>world a better place 2.12 / promises God has made and promises make at a wedding ceremony 2.2)</p> <p>Explain how people show their beliefs in how they worship and in the way they live</p>	<p>commitment 2.11)</p> <p>Explain how people show their beliefs in how they worship and in the way they live (eg beliefs about God the Trinity in baptism and prayer 2.3)</p>	<p>through how Cathedrals are designed 2.1)</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, eg in different communities, denominations or cultures (eg 2.10 or 2.11)</p>	<p>Christians' actions during Holy Week)</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, eg in different communities, denominations or cultures (Holy Week 2.5)</p>
<p>Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.</p>	<p>They make observations of animals and plants and explain why some things occur, and talk about changes. (UW)</p>	<p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them. Give a good reason for the views they have and the connections they make (eg why everyone should care for the world)</p>	<p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them (eg recognise what they have to be thankful for 1.3)</p> <p>Give a good reason for the views they have and the connections they make (eg give reasons for why people like to belong to a community 1.8)</p>	<p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg the importance of love in the Bible 2.4)</p> <p>Suggest links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly giving reasons (eg. the story of Noah and how we live .2.2)</p>	<p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg Christians calling the day Jesus dies Good Friday 2.5)</p> <p>Suggest links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly giving reasons (eg the ideas of love, commitment and promises made in religious and non-religious ceremonies 2.11)</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (eg believers and atheists)</p> <p>Reflect on and reach conclusions about how people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently (how the teachings of God might make a different today 2.1).</p> <p>Consider and make reasoned judgements how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (eg believers and atheists Genesis 1 / Life Gets Hard)</p> <p>Reflect on and reach conclusions about how people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently (eg Genesis 1 / idea of sacrifice 2.5/ Life gets Hard).</p> <p>Consider and make reasoned judgements how ideas studied in this unit relate to their own experiences and experiences of the</p>

						their own and giving good reasons for the views they have and the connections they make (beliefs about the Messiah 2.3).	world today, developing insights of their own and giving good reasons for the views they have and the connections they make (eg Creation 2.2)
Other World Religion: Make sense of a range of religious beliefs.	<p>Hinduism (Diwali) Looks closely at similarities, differences, patterns and change. (UW)</p> <p>Chinese New Year</p>	<p>Judaism Identify core beliefs and concepts studied and give a simple description of what they mean (eg recognise the words of the Shema as a Jewish Prayer)</p> <p>Give examples of how stories show what people believe (eg Shabbat and how this celebration reminds Jews about what God is like)</p>	<p>Islam Identify core beliefs and concepts studied and give a simple description of what they mean (eg recognise the words of the Shahadah)</p> <p>Describe how stories show what people believe (eg stories of the prophet showing what Muslims believe about Muhammad)</p>	<p>Hinduism Explain the core beliefs and concepts studied (eg explain how Hindu deities help Hindus describe God)</p> <p>Make clear links between texts/sources of authority and the key concepts studied (eg the story of Diwali and Ganesh and Hindu beliefs about God)</p> <p>Suggest what texts/sources of authority can mean and give examples of what these sources mean to believers (eg what Hindu murtis express about God)</p>	<p>Islam Explain the core beliefs and concepts studied (eg beliefs about God)</p> <p>Make clear links between texts/sources of authority and the key concepts studied (eg how Muslims submit to God)</p> <p>Suggest what texts/sources of authority can mean and give examples of what these sources mean to believers (eg how the Five Pillars guide a Muslim's life)</p>	<p>Hinduism Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions (eg explain key Hindu beliefs)</p> <p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority (eg story of man in the well)</p>	<p>Judaism Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</p> <p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</p>

<p>Understand the impact and significance of Religious and non-religious beliefs.</p>	<p>They show sensitivity to others' needs and feelings (PSED) They are confident to speak in a familiar group, will talk about their ideas, (PSED)</p>	<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg how Jews celebrate Shabbat, Sukkot) Give examples of ways in which believers put their beliefs into practice (eg how Jews remember God in different ways - mezuzah/ Shabbat).</p>	<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg recognise that Muslims use the Shahadah to show what matters to them) . Give examples of ways in which believers put their beliefs into practice (eg putting beliefs about prayer into action/how Muslims tread the Qur'an).</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities (eg Hindu beliefs about God and how they live) Explain how people show their beliefs in how they worship and in the way they live (eg puja in the home)</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities (eg prayer, fasting and celebrating) Explain how people show their beliefs in how they worship and in the way they live (eg zakah)</p>	<p>Make clear connections between what people believe and how they live, individually and in communities (eg dharma, karma etc and the way Hindus live) Using evidence and examples, reach conclusions why people put their beliefs into practice in different ways, eg in different communities, denominations or cultures</p>	<p>Make clear connections between what people believe and how they live, individually and in communities (eg treatment of the Torah) Using evidence and examples, show how and why people put their beliefs into practice in different ways, eg in different communities, denominations or cultures (eg difference between orthodox and progressive Jewish practice)</p>
<p>Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. (UW) They know about similarities and differences between themselves and others, and among families, communities and traditions. (UW)</p>	<p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them (eg is it good to remember the past as Jews do during their celebration?)</p>	<p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them (eg talk about what might be good about Muslim's routine of praying and their need for self-control)</p>	<p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg whether it is good to think about the cycle of create, preserve, destroy) Suggest links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly, giving reasons (eg life as a Hindu in Britain today)</p>	<p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg the value of self-control) Suggest links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly, giving reasons (eg. life as a Muslim in Britain today)</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people. Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently (eg belief in dharma and karma) Consider and make judgements about</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people. Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. Consider and make judgements about ideas studied in this unit relate to their</p>

						ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.	own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. (eg tradition, ritual, worship in their lives)
Trips / other opportunities	Using parents in school to talk about Diwali and Chinese New Year.	Class Teacher to use 'email a believer' system to increase pupils' understanding of Judaism. Class Teacher to make links to the stories told during the Open the Book Assemblies with the Christian Bible and the timeline of the Bible whenever possible.	Class Teacher to use 'email a believer' system to increase pupils' understanding of Judaism. Class Teacher to make links to the stories told during the Open the Book Assemblies with the Christian Bible and the timeline of the Bible whenever possible.	System of 'email a believer' can be used for pertinent questions. During the year a Hindu linked visitor to the classroom to be arranged. Class Teacher to make links to the stories told during the Open the Book Assemblies with the Christian Bible and the timeline of the Bible whenever possible.	System of 'email a believer' can be used for pertinent questions. During the year a visit to the Mosque at Exeter to be arranged. Class Teacher to make links to the stories told during the Open the Book Assemblies with the Christian Bible and the timeline of the Bible whenever possible.	System of 'email a believer' can be used for pertinent questions. During the year a Hindu linked or Humanist visitor to the classroom to be arranged. Class Teacher to make links to the stories told during the Open the Book Assemblies with the Christian Bible and the timeline of the Bible whenever possible.	System of 'email a believer' can be used for pertinent questions. During the year a visit to the Synagogue at Exeter to be arranged. Class Teacher to make links to the stories told during the Open the Book Assemblies with the Christian Bible and the timeline of the Bible whenever possible.

Expectations of our Year 1 students learning about what people believe:

By the end of Year 1, our students are developing into *gatherers* by demonstrating an understanding of what people believe and the difference this makes to how they live:

Linked to Christianity:

1. Simply retell the story of the Lost Son and recognise that there is a link with the Christian idea of God as a forgiving Father.
2. Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg Christians forgive others and say thank you and sorry to God)
3. Think, talk and ask questions about whether the ideas they have been studying, and have something to say to them.

Linked to Judaism:

1. Give examples of how stories show what people believe (eg how the Shabbat weekly celebration reminds Jews about what God is like)
2. Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg how Jews celebrate Shabbat, Sukkot)
3. Think, talk and ask questions about whether the ideas they have been studying, and have something to say to them (eg is it good to remember the past as Jews do during their celebration?)

Expectations of our Year 3 students learning about what people believe:

By the end of Year 3 our students are developing into *explainers* by demonstrating an understanding of what people believe and can explain the difference this makes to how they live:

Linked to Christianity:

1. Explain the core beliefs and concepts studied (Genesis 1 story as the beginning of the Bible's Big Story (2.1)
2. Make simple links between stories, teachings and concepts studied and how people live, individually and in communities (eg how people try to make the world a better place 2.12 / promises God has made and promises make at a wedding ceremony 2.2)
3. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg the importance of love in the Bible 2.4)

Expectations of our Year 2 students learning about what people believe:

By the end of Year 1, our students are secure *gatherers* by demonstrating an understanding of what people believe and the difference this makes to how they live:

Linked to Christianity:

1. Identify core beliefs and concepts studied and give a simple description of what they mean (eg recall the account of Jesus' birth and/or story of Matthew the Tax Collector)
2. Give examples of ways in which believers put their beliefs into practice (eg by giving to charity and saying sorry 1.4)
3. Give a good reason for the views they have and the connections they make (eg give reasons for why people like to belong to a community 1.8)

Linked to Islam:

1. Describe how stories show what people believe (eg stories of the prophet showing what Muslims believe about Muhammad)
2. Give examples of ways in which believers put their beliefs into practice (eg putting beliefs about prayer into action/how Muslims treat the Qur'an).
3. Think, talk and ask questions about whether the ideas they have been studying, have something to say to them (eg talk about what might be good about Muslim's routine of praying and their need for self-control)

Expectations of our Year 4 students learning about what people believe:

By the end of Year 4 our students are secure *explainers* by demonstrating an understanding of what people believe and can explain the difference this makes to how they live:

Linked to Christianity:

1. Explain the core beliefs and concepts studied (eg during Holy Week – Christian belief that Jesus came to rescue or save people 2.5)
2. Explain how people show their beliefs in how they worship and in the way they live (eg beliefs about God the Trinity in baptism and prayer 2.3)
3. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg Christians calling the day Jesus dies Good Friday 2.5)

Linked to Islam:

Linked to Hinduism:

1. Explain the core beliefs and concepts studied (eg explain how Hindu deities help Hindus describe God)
2. Explain how people show their beliefs in how they worship and in the way they live (eg puja in the home)
3. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg whether it is good to think about the cycle of create, preserve, destroy)

1. Suggest what texts/sources of authority can mean and give examples of what these sources mean to believers (eg how the Five Pillars guide a Muslim's life)
2. Explain how people show their beliefs in how they worship and in the way they live (eg zakah)
3. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg the value of self-control)

Expectations of our Year 5 students learning about what people believe:

By the end of Year 5 our students are developing into *evaluators* by demonstrating an understanding of what people believe, the difference this makes to how they live and can handle questions about religions and belief:

Linked to Christianity:

1. Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions (eg different types of text 2.1)
2. Make clear connections and reach conclusions about what people believe and how they live, individually and in communities (eg through how Cathedrals are designed 2.1)
3. Reflect on and reach conclusions about how people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently (eg how the teachings of God might make a difference today 2.1)

Linked to Hinduism:

1. Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority (eg story of man in the well)
2. Using evidence and examples, reach conclusions why people put their beliefs into practice in different ways, (eg in different communities, denominations or cultures Ghandi, Athavale)
3. Consider and make judgements about ideas studied while learning about Hinduism and relate these ideas to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Expectations of our Year 6 students learning about what people believe:

By the end of Year 6 our students are secure *evaluators* by demonstrating an understanding of what people believe, the difference this makes to how they live and can handle questions about religions and belief:

Linked to Christianity:

1. Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions (eg Genesis 1)
2. Make clear connections and reach conclusions about what people believe and how they live, individually and in communities (eg Christians' actions during Holy Week)
3. Reflect on and reach conclusions about how people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently (eg Genesis 1 / idea of sacrifice 2.5/ Life gets Hard).

Linked to Judaism:

1. Give meanings for texts/sources of authority studied and reach conclusions about these ideas with ways in which believers interpret texts/sources of authority (eg what texts say about God)
2. Make clear connections between what people believe and how they live, individually and in communities (eg treatment of the Torah)
3. Consider and make judgements about ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. (eg tradition, ritual, worship in their lives)

History

Yr	FSU	1	2	3	4	5	6
	<i>Explorers</i>	<i>Gatherers</i>		<i>Explainers</i>		<i>Evaluators</i>	
Key Vocabulary		Topic specific vocabulary to be found in half termly enquiry planners					
		past present change similar difference time		source artefact evidence historical BC AD compare similarities experience events		cause significance legacy consider conclude recognise according to draw upon	
Talk and write about events that happened in the past using evidence		Begin to develop an awareness of the past through observing and describing personal experience and stories	Develop an awareness of the past through observing and describing the recorded experiences of others	Using scaffolds to support, write an account to describe and explain a historical event, using evidence.	Begin to write an account to describe and explain a historical event, using evidence.	Write accounts to describe and explain historical events and begin to use evidence to form reasoned judgements/ conclusions.	Write accounts to describe and explain historical events, using evidence to form reasoned judgements/ conclusions.
		Use common words and phrases relating to the passing of time, e.g. Past, before, now, then to identify and describe events in the past.	Use a wide vocabulary of everyday historical terms	Begin to select appropriate language from a range of historical vocabulary in verbal and written work.	Select appropriate language from a range of historical vocabulary in verbal and written work.	Begin to demonstrate an understanding of the appropriate use of historical terms in verbal and written work.	Consistently demonstrate an understanding of the appropriate use of historical terms in verbal and written work.
			Use common words and phrases relating to the passing of time to compare and contrast periods of time in written work and discussion	Begin to demonstrate an understanding of the appropriate use of historical terms	Demonstrate an understanding of the appropriate use of historical terms	Create clear narratives within a given period explaining how and why they existed, using evidence to justify.	Create clear narratives within and across historical periods, explaining how and why they existed and making links between them, using evidence to justify
Ask and answer questions about the past		Show curiosity about the past, selecting questions to ask	Ask and answer questions, selecting and using parts of stories and other sources to show that they know and understand key features of events.	Begin to suggest lines of enquiry based on artefacts or historical events.	Suggest lines of enquiry based on artefacts or historical events.	Begin to respond to and sometimes create historical questions about change, cause, similarity and difference and significance.	Respond to and sometimes create historical questions about change, cause, similarity and difference and significance.

				Begin to create thoughtful responses that involve selecting and categorising relevant historical information	Create thoughtful responses that involve selecting and categorising relevant historical information	Begin to reach informed conclusions that involve thoughtful selection and organisation of historical knowledge	Reach informed conclusions that involve thoughtful selection and organisation of historical knowledge.
How we know what happened in the past		Recognise some of the ways in which we find out about the past	Recognise some of the ways in which we find out about the past and identify different ways in which it is represented.	Begin to demonstrate understanding of and explain how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.	Demonstrate understanding of and explain how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.	Begin to demonstrate an understanding of methods for historical enquiry; how evidence is used to make historical claims.	Demonstrate an understanding of methods for historical enquiry; how evidence is used to make historical claims.
				Begin to suggest and reason why different people may have given differing accounts of the same historical event.	Suggest and reason why different people may have given differing accounts of the same historical event.	Begin to empathise in order to consider the view point of each person.	Empathise in order to consider the view point of each person.
Order events from the past		Recognise and identify where the people and events they study fit within a chronological (sequential) framework linked to their own experience, e.g. relative to great grandparents, parents etc.	Recognise and identify where the people and events they study fit within a chronological framework that is beyond their own experiences	Recall and sequence significant periods in British history, identifying BC and AD eras.	Recall and sequence time periods studied, demonstrating understanding of BC and AD eras.	Recall and sequence periods studied on a world history timeline.	Demonstrate an understanding of and sequence significant historical events and periods studied fit on a world history timeline.
Difference and change over time		Recognise that things change with the passing of time within their own experience.	Identify, compare and contrast ways of life in different periods	Begin to create (synthesise) and respond to historical questions about change, cause, similarity and difference.	Create (synthesise) and respond to questions about change, cause, similarity and difference	Begin to identify some connections, contrasts and trends over time, reaching informed conclusions suggesting reasons as to how and why.	Identify some connections, contrasts and trends over time, reaching informed conclusions as to how and why.

		Categorise objects/images from the past and present	Categorise wider range of objects/images from the past and present	Begin to recognise some connections, differences and patterns over time and explain why they may exist.	Recognise some connections, differences and patterns over time and explain why they may exist.	Begin to evaluate different accounts of the same historical events to form reasoned judgements about their importance/ validity.	Evaluate different accounts of the same historical events to form reasoned judgements about their importance/ validity.
		Begin to describe thoughts and recall stories through pictures, words, role play and construction.	Describe thoughts and recall stories through pictures, words, role play and construction				
Why some events from the past are significant		Begin to recognise that some events in the past change people's lives, e.g. someone invents the plane then people can fly	Recognise that some events in the past change people's lives, e.g. the impact of The Great Fire of London or Stephenson's Rocket.	Begin to explore the impact/ legacy of significant events and people and explain why they are important, e.g. The discovery of The Rosetta Stone.	Suggest reasons for the impact/ legacy of significant events and people and explain why they are important, e.g. The battle between the Iceni and the Romans	Begin to form reasoned judgements about decisions made in the past and their impact on the world today.	Form reasoned judgements about decisions made in the past and their impact on the world today.
						Begin to hypothesise, using evidence, how our actions may impact tomorrow's world.	Hypothesise, using evidence, how our actions may impact tomorrow's world.
How the past may affect our lives today				Begin to express thoughts and opinions about historical events and their impact, through summarising key points and ideas.	Express thoughts and opinions about historical events and their impact, through summarising key points and ideas.	Begin to understand and evaluate the impact/ legacy of periods studied on the UK/world	Understand and evaluate the impact/ legacy of periods studied on the UK/world Demonstrate an understanding of social, religious and cultural diversity in Britain and the wider world.

Expectations of our Year 1 Historians

By the end of Year 1 and using a range of (primary and secondary) historical sources, our young historians are developing into *gatherers* and demonstrate developing understanding of the differences between the past and present and how we know what happened in the past to:

Expectations of our Year 2 Historians

By the end of year 2 and using a range of (primary and secondary) historical sources, our young historians have become secure *gatherers* and demonstrate an understanding of the differences between the past and present and how we know what happened in the past to:

1. Use a wide vocabulary of everyday historical terms
2. Recognise and identify where the people and events they study fit within a chronological (sequential) framework linked to their own experience, e.g. relative to great grandparents, parents etc.
3. Recognise that things change with the passing of time within their own experience.

1. Use a wide vocabulary of everyday historical terms
2. Ask and answer questions, selecting and using parts of stories and other sources to show that they know and understand key features of events.
3. Recognise and identify where the people and events they study fit within a chronological framework that is beyond their own experiences
4. Identify, compare and contrast ways of life in different periods

Expectations of our Year 3 Historians

By the end of Year 3 and using a range of (primary and secondary) historical sources, our young historians are developing into *explainers* and demonstrate developing understanding of how and why we research the past and how to explain its impact on the present.

1. Begin to select appropriate language from a range of historical vocabulary in verbal and written work.
2. Begin to suggest lines of enquiry based on artefacts or historical events.
3. Recall and sequence significant periods in British history, identifying BC and AD eras.
4. Begin to create (synthesise) and respond to historical questions about change, cause, similarity and difference.
5. Begin to recognise some connections, differences and patterns over time and explain why they may exist.

Expectations of our Year 4 Historians

By the end of Year 4 and using a range of (primary and secondary) historical sources, our young historians have become secure *explainers* and demonstrate an understanding of how and why we research the past and explain how it has impacted the present.

1. Select appropriate language from a range of historical vocabulary in verbal and written demonstrate a developing understanding of how and why we research the past and beginning to explain how it has impacted the present.
2. Suggest lines of enquiry based on artefacts or historical events.
3. Recall and sequence time periods studied, demonstrating understanding of BC and AD eras.
4. Create (synthesise) and respond to questions about change, cause, similarity and difference
5. Recognise some connections, differences and patterns over time and explain why they may exist.

Expectations of our Year 5 Historians

By the end of Year 5 and using a range of (primary and secondary) historical sources, our young historians are developing into *evaluators* and demonstrate developing understanding of evaluating how the past impacted the people who lived in the past as well as future generations.

1. Begin to demonstrate an understanding of the appropriate use of historical terms in verbal and written work.
2. Begin to respond to and sometimes create historical questions about change, cause, similarity and difference and significance.
3. Recall and sequence periods studied on a world history timeline.
4. Begin to identify some connections, contrasts and trends over time, reaching informed conclusions suggesting reasons as to how and why.
5. Begin to evaluate different accounts of the same historical events to form reasoned judgements about their importance/ validity.

Expectations of our Year 6 Historians

By the end of Year 6 and using a range of (primary and secondary) historical sources and by the end of Year 6, our young historians have become secure *evaluators* and demonstrate an understanding of and how to evaluate how the past impacted the people who lived in the past as well as future generations.

1. Consistently demonstrate an understanding of the appropriate use of historical terms in verbal and written work.
2. Respond to and sometimes create historical questions about change, cause, similarity and difference and significance.
3. Demonstrate an understanding of and sequence significant historical events and periods studied fit on a world history timeline.
4. Identify some connections, contrasts and trends over time, reaching informed conclusions suggesting reasons as to how and why.
5. Evaluate different accounts of the same historical events to form reasoned judgements

about their importance/ validity.

Geography

Yr	FSU	1	2	3	4	5	6
	<i>Explorers</i>	<i>Gatherers</i>		<i>Explainers</i>		<i>Evaluators</i>	
Countries and continents	<p>ELG: Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Begin to use world maps and globes to identify the United Kingdom and its countries</p> <p>Use a map of the UK to identify the area where they live</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and recall the names of its countries, as well as the countries, continents and oceans studied, eg India and Africa (linked to animals)</p>	<p>Begin to use maps, atlases, globes and digital/computer mapping to identify continents and countries.</p>	<p>Use maps, atlases, globes and digital/computer mapping to identify continents and countries.</p>	<p>Begin to apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and begin to describe features studied</p>	<p>Apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and describe features studied</p>
Places and features Directions and locations		<p>Begin to recognise simple compass directions (N,S,E,W) & locational and directional language [eg near and far; left & right], to describe the location of features and routes on a map</p>	<p>Recognise simple compass directions (N, S, E & W) and locational and directional language [for example, near and far; left and right].</p>	<p>Recognise the four points of a compass and use them to identify locations and give directions</p>	<p>Begin to demonstrate understanding of the eight points of a compass and use them to identify locations and give directions</p>	<p>Demonstrate understanding of the eight points of a compass and apply this to compare locations and give directions using maps of the local area</p>	<p>Demonstrate understanding of the eight points of a compass to compare locations and apply this to give directions using maps of locations studied as well as on a global scale.</p>

				Demonstrate understanding of two -figure grid references to identify locations and give direction	Begin to demonstrate understanding of four -figure grid references to identify locations and give directions	Demonstrate understanding of four and begin to use six - figure grid references (including the use of Ordnance Survey maps) to identify key locations and features using maps of the local area.	Demonstrate understanding of four and six -figure grid references (including the use of Ordnance Survey maps) to identify key locations and features using maps of areas studied in the UK (OS maps) and in other countries (atlases).
		Begin to describe the location of features and routes on a map	Describe the location of features and routes on a map	Recognise symbols and key to build knowledge of places in the UK and around the world by identifying locations and key features (human and physical)	Recognise symbols and key (including use of OS Survey maps) to build knowledge of places in the UK by identifying locations and key features (human and physical)	Recognise symbols and keys (including use of OS Survey maps) to build knowledge of places with/in the UK and locations studied, comparing and contrasting physical and human features including contour lines.	Recognise symbols and keys (including the use of Ordnance Survey maps) to build knowledge of places with/in the UK and locations studied, comparing and contrasting physical and human features including contour lines.
				Begin to identify the position of the equator, hemispheres and tropics.	Identify the position of the equator, hemispheres and tropics.	Begin to identify the position and significance of lines of latitude and longitude, Greenwich Meridian and time zones.	Identify the position and significance of lines of latitude and longitude, Greenwich Meridian and time zones.

		Devise a simple map (story based) and select basic symbols to use in a key.	Select features to include on a simple map (from a basic template) of the school grounds, using compass points to navigate. Recognise basic symbols in a key	Use knowledge of human and physical features, eg considering the impact of mountains and coast, when suggesting reasons for the location of buildings and roads.	Select features to suggest reasons for particular development, eg building development close to rivers.	Use features identified to begin justifying reasons for development, eg contour lines to suggest whether roads/homes could be built.	Be able to justify which map would be most useful for the information needed, eg street map, road atlas, OS map, atlas and apply knowledge of the key features (key, grid references index, compass points) accurately.
Key features Places including their features Differences & similarities between places How and why places have particular features		Use simple fieldwork and observational skills to study 'personal geographies' (identify where their house/school is, who lives/works there, the type of building eg semi-detached, 2 floors, brown bricks, garden, what it is near, what is next door and across the road, what the weather is like, nearby features such a river, sea, hill, wood/forest, fields).	Be able to classify human and physical features Use aerial photographs and plan perspectives to recognise, compare and contrast landmarks and basic human and physical features in Appledore and Indian village.	Begin to recognise and be able to classify human and physical features within the landscapes studied.	Recognise and be able to classify human and physical features within the landscapes studied.	Begin to use maps and data to record observations from enquiries beyond the local area	Use maps and data to record observations from enquiries beyond the local area

<p>Places, climates, features and landscapes</p> <p>Maps and data</p>				Begin to suggest reasons for the development of human features.	Suggest reasons for the development of human features.		
	<p>Compare personal geography to someone else's, identifying features that are similar and different. Begin to identify seasonal and daily weather patterns in the UK.</p>	<p>Use simple fieldwork and observational skills to compare the geography of the key human and physical features of Appledore and Indian village.</p>	<p>Begin to be able to compare two contrasting locations, using their human and physical features, climate and global position to explain their differences</p>	<p>Be able to compare two contrasting locations, using their human and physical features, climate and global position to explain their differences.</p>	<p>Compare two different locations, looking at their human and physical features and begin to reach informed conclusions as to how and why they are different.</p>	<p>Compare two different locations, looking at their human and physical features and reach informed conclusions as to how and why they are different.</p>	
	<p>Locate the north and south pole</p>	<p>Identify seasonal and daily weather patterns in the UK. Locate hot and cold places in relation to the poles and equator.</p>	<p>Begin to use fieldwork skills to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.</p>	<p>Use fieldwork (and other sources) to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Begin to interpret maps and data presenting results from fieldwork in a wider global context.</p>	<p>Interpret maps and data presenting results from fieldwork in a wider global context.</p>	

Using evidence				Begin to recognise that people's lives can be impacted by changes to human and physical features, eg earthquakes and building and start to be able to explain the impact using understanding of the features studied to give reasons.	Recognise that people's lives can be impacted by changes to human and physical features, eg earthquakes and building and be able to explain the impact using understanding of the features studied to give reasons	Begin to use knowledge of human and physical features to evaluate the actual/potential impact of changes to the environment on the people who live there, eg flooding, development of cities.	Use knowledge of human and physical features to evaluate the impact of changes to the environment on the people who live there, eg flooding, development of cities.
					Use knowledge of physical features and their impact on human features to make choices about locations for a planned settlement, eg bridging points and risks of flooding. Be able to summarise the key reasons for the decisions made.	Begin to hypothesise scenarios that could impact positively/negatively on these people, beginning to demonstrate the ability to empathise.	Hypothesise scenarios that could impact positively/negatively on these people, demonstrating the ability to empathise.
						Begin to make reasoned judgements about decisions made and critique those of others, justifying judgements made.	Make reasoned judgements about decisions made and critique those of others, justifying judgements made.

Expectations of our Year 1 Geographers

By the end of Year 1 and using first hand fieldwork experiences as well as secondary sources, our young geographers are developing into *gatherers* and demonstrated they can use a range of simple geographical techniques, enquiry skills and terms to begin to understand about the environment around us and the impact of the people who live there.

1. Begin to use world maps and globes to identify the United Kingdom and its countries
2. Begin to recognise simple compass directions (N,S,E,W) & locational and directional language [eg near and far; left & right], to describe the location of features and routes on a map
3. Begin to describe the location of features and routes on a map
4. Compare personal geography to someone else's, identifying features that are similar and different.

Expectations of our Year 2 Geographers

By the end of Year 2 and using first hand fieldwork experiences as well as secondary sources, our young geographers will have become secure *gatherers* and demonstrated they can use a range of simple geographical techniques, enquiry skills and terms to understand about the environment around us and the impact of the people who live there.

1. Use world maps, atlases and globes to identify the United Kingdom and recall the names of its countries, as well as the countries, continents and oceans studied, eg India and Africa (linked to animals)
2. Recognise simple compass directions (N, S, E & West) and locational and directional language [eg, near and far; left and right].
3. Describe the location of features and routes on a map
4. Use simple fieldwork and observational skills to compare the geography of the key human and physical features of Appledore and Indian village.

Expectations of our Year 3 Geographers

By the end of Year 3 and using first hand fieldwork experiences as well as secondary sources, our young geographers are developing in to *explainers* and demonstrated they can use a range of geographical techniques, enquiry skills and terms to begin to understand and explain how and why we have can have an impact on the changing world around us.

1. Begin to use maps, atlases, globes and digital/computer mapping to identify continents and countries.
2. Recognise the four points of a compass and use them to identify locations and give directions
3. Demonstrate understanding 2-figure grid references to identify locations and give direction
4. Recognise symbols and key to build knowledge of places in the UK and around the world by identifying locations and key features (human and physical)
5. Begin to be able to compare two contrasting locations, using their human and physical features, climate and global position to explain their differences

Expectations of our Year 4 Geographers

By the end of Year 4 and using first hand fieldwork experiences as well as secondary sources, our young geographers will have become secure *explainers* and demonstrated they can use a range of geographical techniques, enquiry skills and terms to understand and explain how and why we have can have an impact on the changing world around us.

1. Use maps, atlases, globes and digital/computer mapping to identify continents and countries.
2. Identify the position of the equator, hemispheres and tropics.
3. Begin to demonstrate understanding of 4-figure grid references to identify locations and give directions
4. Recognise symbols and key (including use of OS Survey maps) to build knowledge of places in the UK by identifying locations and key features (human and physical)
5. Be able to compare two contrasting locations, using their human and physical features, climate and global position to explain their differences

Expectations of our Year 5 Geographers

By the end of Year 5 and using first hand fieldwork experiences as well as

Expectations of our Year 6 Geographers

By the end of Year 6 and using first hand fieldwork experiences as well as

secondary sources, our young geographers are developing into *evaluators* and demonstrated they can use a range of geographical techniques, enquiry skills and terms to begin to understand and evaluate the impact of human and environmental factors on the changing world around us.

1. Begin to apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and begin to describe features studied
2. Demonstrate understanding of the eight points of a compass and apply this to compare locations and give directions using maps of the local area
3. Demonstrate understanding of four and begin to use six -figure grid references (including the use of Ordnance Survey maps) to identify key locations and features using maps of the local area.
4. Recognise symbols and keys (including use of OS Survey maps) to build knowledge of places with/in the UK and locations studied, comparing and contrasting physical and human features including contour lines.
5. Compare two different locations, looking at their human and physical features and begin to reach informed conclusions as to how and why they are different.

secondary sources, our young geographers will have become secure *evaluators* and demonstrated they can use a range of geographical techniques, enquiry skills and terms to understand and evaluate the impact of human and environmental factors on the changing world around us.

1. Apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and describe features studied
2. Demonstrate understanding of the eight points of a compass to compare locations and apply this to give directions using maps of locations studied as well as on a global scale.
3. Demonstrate understanding of four and six -figure grid references (including the use of Ordnance Survey maps) to identify key locations and features using maps of areas studied in the UK (OS maps) and in other countries (atlases).
4. Recognise symbols and keys (including the use of Ordnance Survey maps) to build knowledge of places with/in the UK and locations studied, comparing and contrasting physical and human features including contour lines.
5. Compare two different locations, looking at their human and physical features and reach informed conclusions as to how and why they are different.