Appledore School Progression Within the Curriculum

Contents

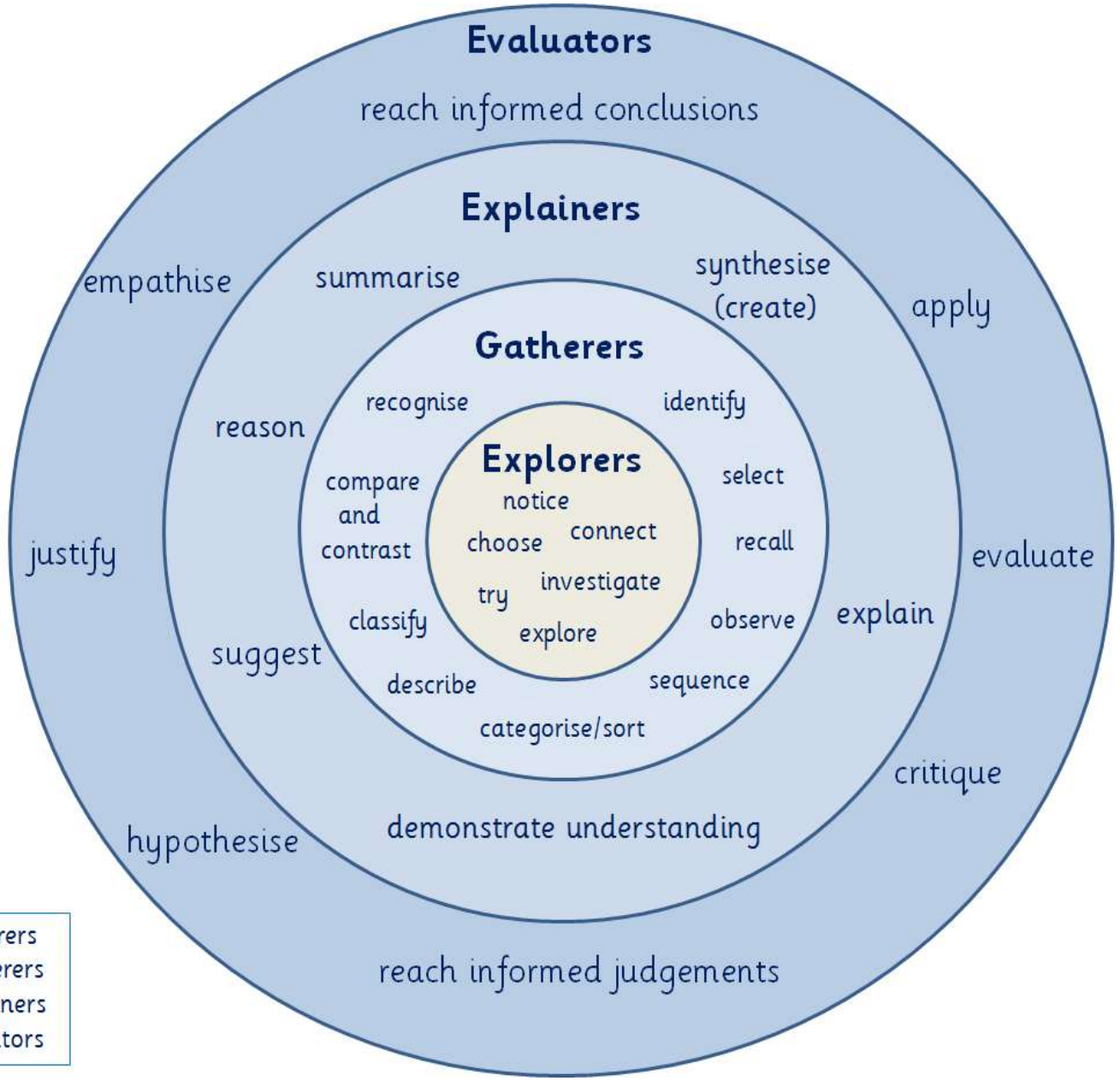
How our curriculum is constructed

Our **'progression document'** details how our pupils learn the National Curriculum content. Each objective in our progression document requires pupils to master key skills and techniques in order to understand the significance of the knowledge they have learned and can remember. Some people call this **'disciplinary knowledge'**.

The progression document and our skills and techniques are sequenced small building blocks to enable children to achieve our **'key objectives'** we have decided as crucial to meeting the expected standard in each subject by the end of each academic year.

Our medium term planning identifies the **'sticky knowledge'**, what some people call **'substantive knowledge'**, and this is the body of knowledge we have selected as being of value for our children to know and remember. The sticky knowledge is sequenced and builds on relevant previous learning and supports future relevant learning.

To find a deeper explanation of our Intent, Implementation and Impact, please visit:
https://www.appledore-primary.devon.sch.uk/curriculum-2/foundation-subjects



FSU - Explorers
Y1/2 – Gatherers
Y3/4 – Explainers
Y5/6 - Evaluators

Definitions

Explorers	Gatherers
Notice: see something and pay attention to it **Choose**: decide on something for a purpose **Connect**: make links between ideas and/or actions **Investigate**: find out about something (with a focus) **Try**: have a go at something that could be new or hard **Explore**: willingness to try out new things	**Recognise** - see something and know that it is similar to something you have seen before. **Compare/contrast** - say how something is the same or different to something else. **Classify** - group things according to their similarities **Describe:** - recall something in detail or talk about an observation in detail **Categorise/sort** - **t**he action of classifying **Sequence** - place a set of events into an order. **Observe** - notice something and say how it links to the learning. **Recall** - remember something learnt previously **Select:** - choose the information most suitable and relevant. **Identify** - understand something recalled or observed.
Explainers	**Evaluators**
Summarise: Write or say a shortened version to give the key facts and events. **Reason:** Thinking about something in a logical way to respond to a question or challenge. **Suggest:** Write or say ideas that could work in response to a question or challenge. **Demonstrate understanding:** share what you know and can explain using words, images or actions. **Explain:** Write or say how or why something happened the way it did **Synthesise:** Create statements or questions using ideas and facts.	**Reach informed conclusions:** sum up the main points about something supported by evidence. **Empathise:** place yourself in another's position. **Justify:** give reasons supported by evidence to show what you consider right or reasonable. **Hypothesise:** use your past knowledge and available facts to try and predict what might happen (make a good educated guess). **Reach informed judgement:** express a personal view about something supported by evidence. **Critique:** consider the validity or trustworthiness of evidence **Evaluating:** weigh up and judge the relative importance of something compared with other ideas and arguments. **Apply**: make use of information in a given situation/

Phrasing

Beginning to, ***developing*** and other similar phrasing means:

- Teachers or TA's guide and support children to complete activities and/or demonstrate understanding.
- In Key Stage 1 activities supported by adults through resources used, direction given and questions asked.
- In Key Stage 2 teachers will explain, model and/or demonstrate before typically ask children to complete an activity with staff available to continue to support and guide towards successful completion/achievement.

Use, understand, know, secure and other similar phrasing means:

- Children are secure in their understanding of knowledge and concepts and confidently and independently use and apply skills to achieve a desired outcome.

Exceeding

- Independently, children use their secure understanding of knowledge and concepts and confident use and application of skills to deepen their understanding and broaden the application of their skills, including transference between subject areas and making choices.

Whole School Topic Expectations (Years 1-6)

Year Group	1	2	3	4	5	6
	Gatherers		***Explainers***		***Evaluators***	
Autumn 1 Whole School Topic *Environment*	Year A **Recognise** some of the ways bees are important and **describe** what we can do to protect them. 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.		**Suggest** ways in which we can help to reduce rainforest deforestation and **explain** why this is important for all of us.	**Demonstrate** an understanding of the impact of reduce, reuse and recycle, and **explain** the importance of this.	**Evaluate** the impact of plastic on our environment and **make reasoned judgements** on its use.	**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.
Autumn 2 Class Topic	Year A **Describe** what you find where the land meets the sea? Year B **Identify** where India is and **compare** and **contras**t an Indian village and Appledore		**Demonstrate understanding** of and **suggest** reasons for the differences and similarities between Appledore and St. Lucia.	**Explain** how and why the Romans changed Britain and **suggest** how this had an impact on our lives.	**Evaluate** the impact the of the invasion of Britain by the Anglo-Saxons and Vikings	**Reach informed conclusions** to answer the question: WWII, was it Britain's finest hour?
Spring 1 Whole School Topic *Health*	C**ompare** and **contrast** Grace Darling's rescue with the modern day Lifeboat service.		**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.	**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.	**Empathise** with those who lived through The Great Plague and **reach informed conclusions** on why we have fewer epidemics today.	**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.
Spring 2 Class Topic						

Summer 1 **Whole School Topic** ***Water***	**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.	**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.	**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.	**Critique** the role of Drake's *Seadogs*, **evaluating** whether his actions were right for the country and **hypothesise** how England could have been if ruled by the Spanish	**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.
Summer 2 **Class Specific**	**Describe** where people went on holiday in the past what it was like	Give **reasons** why the Nile has always been so important to the Egyptians	Why do Earthquakes cause more damage than others (e.g. in Haiti and New Zealand)?		**Apply** knowledge of human and physical geographical features to demonstrate understanding of the similarities and differences between Florida and North Devon.

Music (Mu1/FSUa – Mu4/6b)

Year	FSU	1	2	3	4	5	6
	Explorers	*Gatherers*		*Explainers*		*Evaluators*	
	Understanding of music (1)						
	a) **When listening to music identify instruments played, how it makes them feel, what it makes them think. What images arise in their minds.**	a) **When listening to music identify changes in the music and begin to use the terms pitch and pace to describe the changes.**	a) **When listening to music identify the impact of some of the elements in carefully selected music by famous composers from the past and present**	a) **When listening to music begin to make comparisons between music of different cultures through the elements of music**	a) **When listening to music have a wider range of knowledge & experience of music from various times & cultures**	a) **Beginning to develop & demonstrate an understanding of the history of music**	a) **Demonstrate an understanding of the history of music**
		I can Sing, Play, Perform, Understand and Explore (2)					
	a) Sing a range of well-known rhymes and songs. b) Perform songs, rhymes, poems and stories with others and when appropriate, move in time to music.	a) Begin to play patterns from memory **b) Begin to play/copy with some awareness of the beat** c) Experiment with their voice (chant, rap, represent known sounds)	a) Sing with developing sense of pitch, dynamics, duration, when singing songs with an appropriate range b) Recognise the use of hand signals to show pitch (high/low) in the tune c) Know how to make a sound on several un-tuned instruments. d) **When pupils are performing together, they are aware they all**	a) Begin to follow various notations (symbol/pictorial/ICT) to support the rhythm when performing b) **When pupils are performing together, they are aware they all need to play to the same beat & the same speed** c) They recognise errors & begin to correct when performing d) Play their own part when performing on tuned instruments with others	a) **Sing largely in tune as a whole class & keep a counter melody or harmony as part of a group** b) Play in such a way that the whole class are aware of the common beat c) Sing using dynamics to express the mood of the phrase d) Be aware of other players as they perform	a) Play their own part when performing on instruments with others b) **Sing in a way that reflects the genre, lyric & mood of the music (eg appropriate dynamics and phrasing).** c) Play simple pieces on a keyboard or other tuned instrument (not percussion) which have a simple melody.	a) 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) b) **Play a counter rhythm in time with the common beat** c) 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 &

			need to play 'together' e) Sing largely in tune as a whole class	e) Sing in a way that reflects the lyric			diction). This may include 2 part rounds.
		I can Compose, Invent, Improvise, Understand and Explore (3)					
		a) Explore sounds on instruments & objects b) **Make changes to sounds (eg. playing with different beaters or using dynamics)** c) Make & repeat short patterns of sound d) Create short patterns of sound in response to a starting point (eg a story, a picture, a short animated film…)	a) Experiment with their voice (chant, rap, represent known sounds) Invent their own pictorial symbols to represent sounds b) **Experiment with pitch (high/low), dynamics (loud/quiet), duration (long/short) & timbre (different types of sound) which different instruments make**	a) Notate some of their work using graphic scores (sometimes using ICT) b) **Use a simple structure which has a beginning, a middle & an end** c) Develop musical ideas from given stimuli (eg a photograph, a poem, a story, animation)	a) Create music in first draft form & later revise, edit & develop it b) **When composing, they choose their resources, including instruments, to suit the task** c) Work together to link different instruments in pieces in more than one part (texture) d) 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	a) Create own music in first draft form, developing music from techniques studied and later revise, edit & develop it b) When composing, choose resources & instruments to suit the task. c) **Work in teams or as a whole class to produce compositions with more than 2 instrumental parts**	a) **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** b) When working as part of a group, compose a small ensemble piece which rhythmically & melodically interesting, using basic notation where possible c) 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
		I can Listen, Appraise, Evaluate, Understand and Explore (4)					
		a) Make a response to different moods in music (eg move in a particular way, or paint when	a) **When listening they can identify the impact of some of the elements in carefully selected**	a) Make suggestions to improve their own work & act upon this	a) Identify the impact of elements in a variety of music from a range of times & cultures	a) When listening to music which intends to create an effect or atmosphere Identify how & why the elements are used in a	a) Use relevant musical vocabulary (pitch, dynamics, duration, timbre tempo & structure), when talking

		listening to a specific piece of music) b) **When changes in musical elements within a piece are very clear (suddenly loud or quiet), recognise & react to the change** c) Begin to follow simple musical instructions (eg hand signs for "get louder")	**music by famous composers from the past & present** b) Make suggestions to improve their work	b) **Identify musical features which seem to suggest a mood or atmosphere**	b) **When listening to music which intends to create an effect or atmosphere, they can identify how the elements are used in a particular way** c) Use relevant musical vocabulary (pitch, dynamics, duration, tempo), when talking about the elements of music	particular way & investigate their impact b) **Evaluate the effectiveness of a piece of music with regard to its intended effect, venue, occasion & purpose, using some appropriate vocabulary**	about the elements of music b) **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**
Vocab	beat	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

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. Work in teams or as a whole class to produce compositions with more than 2 instrumental parts 3. Evaluate the effectiveness of a piece of music with regard to its intended effect, venue, occasion & purpose, using some appropriate vocabulary	2. 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 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 (Ma1/1a – Ma31/6a)

	FSU	1	2	3	4	5	6
PV Counting (1)	a) Verbally count beyond 20, recognising the pattern of the counting system	a) Count to & across 100, forwards & backwards, beginning with 0 or 1, or from any given number b) Count numbers to 100 in numerals; count in multiples of 2s, 5s & 10s	a) Count in steps of 2, 3 & 5 from 0, and in 10s from any number, forward & backward	a) Count from 0 in multiples of 4, 8, 50 & 100; find 10 or 100 more or less than a given number	a) Count in multiples of 6, 7, 9, 25 & 1000 b) Count backwards through zero to include negative numbers	a) Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 b) Count forwards & backwards with positive & negative whole numbers, including through zero	
PV Represent (2)	a) have a deep understanding of numbers to 10 including the composition of each number. b) Subitise to 5. c) Automatically recall number bonds to 5 and some numbers to 10 including double facts.	a) Identify & represent numbers using objects & pictorial representations b) Read & write numbers to 100 in numerals c) Read & write numbers from 1-20 in numerals & words	a) Read & write numbers to at least 100 in numerals & in words b) Identify, represent & estimate numbers using different representations including the number line	a) Identify, represent & estimate numbers using different representations b) Read & write numbers up to 1000 in numerals & in words	a) Identify, represent & estimate numbers using different representations b) Read Roman numerals to 100 (I-C) & know that over time the numeral system changed to include the concept of zero & place value	a) Read, write (order & compare)numbers to at least 1,000,000 & determine the value of each digit b) Read Roman numerals to 1000 (M) & recognise years written in Roman numerals	a) Read, write (order & compare) numbers up to 10,000,000 and determine the value of each digit
PV Use & Compare (3)	a) Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	a) Given a number, identify 1 more & 1 less	a) Recognise the place value of each digit in a 2-digit number (10s & 1s) b) Compare & order numbers from 0 up to 100; use <, > & = signs	a) Recognise the place value of each digit in a 3-digit number (100s, 10s & 1s) b) Compare & order numbers up to 1000	a) Find 1000 more or less than a given number b) Recognise the place value of each digit in a 4-digit number (1000s, 100s, 10s 7 1s)	a) (Read, write) order & compare numbers to at least 1,000,000 & determine the value of each digit	a) (Read, write) order & compare numbers to at least 10,000,000 & determine the value of each digit

					c) Order & compare numbers beyond 1000		
PV Problems & Rounding (4)			a) Use place value & number facts to solve problems	a) Solve number problems & practical problems involving these ideas	a) Round any number to the nearest 10,100 or 1000 b) Solve number & practical problems that involve all of the above & with increasingly large positive numbers	a) Interpret negative numbers in context b) Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 & 100,000 c) Solve number problems & practical problems that involve all of the above	a) Round any whole number to a required degree of accuracy b) Use negative numbers in context, & calculate intervals across zero c) Solve number & practical problems that involve all of the above
Addition & Subtraction: Recall, Represent, Use (5)	a) Explore and represent patterns within numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally.	a) Read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs b) Represent & use number bonds & related subtraction facts within 20	a) Recall & use addition & subtraction facts to 20 fluently & derive & use related facts up to 100 b) Show that addition of two numbers can be done in any order (cumulative) & subtraction of one number from another can not c) Recognise & use the inverse relationship between addition and subtraction & use this to check calculations & solve number problems	a) Estimate the answer to a calculation & use inverse operations to check answers	a) Estimate and use inverse operations to check answers to a calculation	a) Use rounding to check answers to calculations & determine, in the context of a problem, levels of accuracy	

Addition & Subtraction: Calculations (6)	a) Explore and represent patterns within numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally.	a) Add & subtract 1-digit & 2-digit numbers to 20, including zero	a) Add & subtract numbers using concrete objects, pictorial representations & mentally, including: -a 2-digit number & 1s -a 2-digit number and 10s -2-digit numbers -adding three 1-digit numbers	a) Add & subtract numbers mentally, including: -a 3-digit number & 1s -a 3-digit number & 10s -a 3-digit number & 100s b) Add & subtract numbers with up to 3-digits, using formal written methods of column addition & subtraction	a) Add & subtract numbers with up to 4 digits using the formal written methods of columnar addition & subtraction where appropriate	a) Add & subtract numbers with more than 4 digits, including using formal written methods (columnar addition & subtraction) b) Add & subtract numbers mentally with increasingly large numbers	a) Perform mental calculation, including with mixed operations & large numbers b) Use their knowledge of the order of operations to carry out calculations involving the four operations
Addition & Subtraction: Solve Problems (7)	a) Explore and represent patterns within numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally.	a) Solve 1-step problems that involve addition and subtraction, using concrete objects & pictorial representations, & missing number problems such as 7=□-9	a) Solve problems with addition & subtraction: -using concrete objects & pictorial representations, including those involving numbers, quantities & measures -applying their increasing knowledge of mental & written methods	a) Solve problems, including missing number problems, using number facts, place value & more complex addition & subtraction	a) Solve addition & subtraction 2-step problems in contexts, deciding which operations & methods to use & why	a) Solve addition & subtraction multi-step problems in contexts. Deciding which operations to use & why b) Solve problems involving addition, subtraction, multiplication & division & a combination of these. Including understanding the meaning of the equals sign	a) Solve addition & subtraction multi-step problems in contexts, deciding which operations & methods to use & why
Multiplication & Division: Recall, Represent, Use (8)			a) Recall & use multiplication & division facts for the 2, 5&10 multiplication tables, including recognising odd & even numbers b) Show that multiplication of two	a) Recall and use multiplication & division facts for the 3,4&8 multiplication tables	a) Recall multiplication & division facts for multiplication tables up to 12x12 b) Use place value, known & derived facts to multiply & divide mentally,	a) Identify multiples & factors, including finding all factor pairs of a number & common factors of two numbers b) Know and use the vocabulary of prime numbers, prime	a) Identify common factors, common multiples & prime numbers b) Use estimation to check answers to calculations & determine, in the context of a problem,

			numbers can be done in any order (commutative) & division of one number by another cannot		including: multiplying by 0&1; dividing by1: multiplying together three numbers c) Recognise & use factor pairs & commutativity in metal calculations	factors & composite (non-prime) numbers c) Establish whether a number up to 100 is prime & recall prime numbers up to 19 d) Recognise & use square numbers & cube numbers &notation for squared (^{2}) & cubed (^{3})	an appropriate degrees of accuracy
Multiplication & Division: Calculations (9)			a) Calculate mathematical statements for multiplication & division within the multiplication tables & write them using the multiplication (x), division (÷) & equals (=) signs	a) Write & calculate mathematical statements for multiplication & division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental & progressing to formal written methods	a) Multiply 2-digit & 3-digit numbers by a 1-digit number using formal written methods	a) Multiply numbers up to 4-digits by a 1-digit number using formal written method, including long multiplication for 2-digit numbers b) Multiply & divide numbers mentally drawing upon known facts c) Divide numbers up to 4-digits by a 1-digit number using the formal written method of short division & interpret remainders appropriately for the context c) Multiply & divide whole numbers & those involving decimals by 10, 100 & 1000	a) Multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication b) Divide numbers up to 4-digits by a 2-digit whole number using the formal written method of long division & interpret remainders as whole number remainders, fractions, or by rounding, as appropriate to the context c) Divide numbers up to 4-digits by a 2-digit whole number using the formal written method of short division where appropriate, interpreting

							remainders according to the context d) Perform mental calculations, including with mixed operations and large numbers
Multiplication & Division: Solve Problems (10)	a) Explore and represent patterns within numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally.	a) Solve 1-step problems involving multiplication & division by calculating the answer using objects, pictorial representations & arrays with the support of the teacher	a) Solve problems involving multiplication & division using materials, arrays, repeated addition, mental methods & multiplication & division facts, including problems in contexts	a) Solve problems, including missing number problems, involving multiplication & division, including positive integer scaling problems & correspondence problems in which n objects are connected to m objects	a) Solve problems involving multiplying & adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems & harder correspondence problems such as n objects connected to m objects	a) Solve problems involving multiplication & division using their knowledge of factors & multiples, squares & cubes a) Solve problems involving multiplication & division, including scaling by a simple fractions & problems involving simple rates	a) Solve problems involving addition, subtraction, multiplication & division
Multiplication & Division: Combined Operations (11)						a) Solve problems involving addition, subtraction, multiplication & division & a combination of these, including understanding the meaning of the equals sign	a) Use their knowledge of the order of operations to carry out calculations involving the four operations
Fractions: Recognise & Write (12)		a) Recognise, find & name half as one of two equal parts of an object, shape or quantity b) Recognise, find & name a quarter as one of four equal	a) Recognise, find, name & write fractions 1/3, 1/4, 2/4 & 3/4 of a length, shape, set of objects or quantity	a) Count up & down in tenths: recognise that tenths arise from dividing an object into ten equal parts and in dividing 1-digit numbers or quantities by 10	a) Count up & down in hundredths: recognise that hundredths arise when dividing an object by one hundred & dividing tenths by ten	a) Identify, name & write fractions of a given fractions, represented visually, including tenths & hundredths b) Recognise mixed numbers & improper fractions & convert	

		parts of an object, quantity or shape		b) Recognise, find & write fractions of a discrete set of objects: unit fractions & non-unit fractions with small denominators c) Recognise & use fractions as numbers: unit fractions & non-unit fractions with small denominators		from one form to the other & write mathematical statement .1 as a mixed number (eg 2/5+4/5=6/5=1 6/5)	
Fractions Compare (13)			a) Recognise the equivalence of 2/4 and 1/2	a) Recognise & show, using diagrams, equivalent fractions with small denominators b) Compare & order unit fractions & fractions with the same denominator	a) Recognise & show, using diagrams, families of common equivalent fractions	a) Compare & order fractions whose denominators are all multiples of the same number	a) Use common factors to simplify fractions; use common multiples to express fractions in the same denomination b) Compare & order fractions, including fractions >1
Fractions : Calculations (14)			a) Write simple fractions (eg ½ of 6 = 3)	a) Add & subtract fractions with the same denominator within one whole (eg 5/7 + 1/7 = 6/7)	a) Add & subtract fractions with the same denominator	a) Add & subtract fractions with the same denominator and denominators that are multiples of the same number a) Multiply proper fractions & mixed numbers by whole numbers, supported by materials & diagrams	a) Add & subtract fractions with different denominators & mixed numbers, using the concept of equivalent fractions a) Multiply simple pairs of proper fraction, writing the answer in its simplest form (eg 1/4 x 1/2 =1/8) a) Divide proper fractions by whole numbers (eg 1/3 ÷2 = 1/6)

Fractions : Solve Problems (15)				a) Solve problems that involve all of the above	a) Solve problems involving increasingly harder fractions to calculate quantities, & fractions to divide quantities, including non-unit fractions where the answer is a whole number		
Decimals : Recognise & Write (16)					a) Recognise & write decimal equivalents of any number of tenths or hundredths b) Recognise & write decimal equivalents to 1/4 , 1/2, 3/4	a) Read & write decimal numbers as fractions (eg 0.71 = 71/100) b) Recognise & use thousandths & relate them to tenths, hundredths and decimal equivalents	a) Identify the value of each digit in numbers given to three decimal places
Decimals : Compare (17)					a) Round decimals with one decimal place to the nearest whole number b) Compare numbers with the same number of decimal places up to two decimal places	a) Round decimals with two decimal places to the nearest whole number and to one decimal place b) Read, write, order & compare numbers with up to three decimal places	
Decimals : Calculations & Problems (18)					a) Find the effect of dividing a 1- or 2-digit number by 10 & 100, identifying the value of the digits in the answer as ones, tenths & hundredths	a) Solve problems involving number up to three decimal places	a) Multiply & divide numbers by 10, 100 & 1000 giving answers up to three decimal places b) Multiply 1-dgit numbers with up to tow decimal places by whole numbers c) Use written division methods in cases where the

							answer has up to two decimal places d) Solve problems which require answers to be rounded to specified degrees of accuracy
Fractions, Decimals & Percentages (19)					a) Solve simple measures & money problems involving fractions & decimals to two decimal places	a) Recognise the per cent symbol (%) & understand that per cent relates to 'number of parts per hundred' & write percentages as a fraction with denominator 100 & as a decimal b) Solve problems which require knowing percentage & decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 & those fractions with a denominator of a multiple of 10 or 25	a) Associate a fraction with division & calculate decimal equivalent fractions (eg 0.375) for a simple fraction (eg 3/8) b) Recall & use equivalences between simple fractions, decimals & percentages, including different contexts
Ration & Proportion (20)							a) Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication & division facts b) Solve problems involving the calculation of percentages (eg of measures & such as 15% 0f 360) & the use

							of percentages for comparison c) Solve problems involving similar shapes where the scale factor Is known or can be found d) Solve problems involving unequal sharing & grouping using knowledge of functions & multiples
Algebra (21)		a) Solve one step problems that involve addition & subtraction, using concrete objects and pictorial representations, & missing numbers problems such as 7=□-9	b) Recognise & use the inverse relationship between addition & subtraction & use this to check calculations & solve missing number problems	c) Solve problems including missing number problems			a) Use simple formulae b) Generate & describe linear number sequences c) Express missing number problems algebraically d) Find pairs of numbers that satisfy and equation with two unknowns e) Enumerate possibilities of combinations of two variables
Measurement: Using Measures (22)		a) Compare, describe & solve practical problems for: -lengths & heights (eg long(er)/short(er), double/half	a) Choose & use appropriate standard units to estimate & measure length /height in any direction (m/cm); mass (kg/g); temperature (°C);	a) Measure, compare, add & subtract length (m/cm/mm), mass (kg/g), volume /capacity (l/ml)	a) Convert between different units of measure (eg km to m, hr to mins) b) Estimate, compare and calculate different measures	a) Convert between different units of metric measure (eg km & m, m & cm, cm & mm, g & kg, l & ml) b) Understand & use appropriate	a) Solve problems involving the calculation & conversion of units of measure using decimal notation up to 3 decimal places where appropriate

		-mass/weight (eg heavy/light, heavier than/lighter than) -capacity & volume (eg full/empty, more than/less than, half/quarter full) -time (eg quicker / slower, earlier/later) b) Measure & begin to record the following: -lengths & heights -mass/weight -capacity & volume -time (hours, minutes, seconds)	capacity (l/ml)to the nearest appropriate unit , using rulers, scales, thermometers & measuring vessels b) Compare & order lengths, mass, volume /capacity & record the results using >, < & =			equivalences between metric units & common imperial units such as inches, pounds & pints c) Use all four operations to solve problems involving measure (eg length, mass, volume, money) using decimal notation, including scaling	b) Use, read, write & convert between standard units, converting measurements of length, mass, volume & time from a smaller unit of measure to a larger unit, & vice versa, using decimal notation to up to 3 decimal places c) Convert between miles & km
Measurement: Money (23)		a) Recognise & know the value of different denominations of coins & notes	a) Recognise & use symbols for pounds (£), pence (p); combine amounts to make a particular value b) Find different combinations of coins that equal the same amounts of money c) Solve simple problems in a practical context involving addition & subtraction of money of the same unit, including giving change	a) Add & subtract amounts of money to give change, using both £ & p in practical contexts	a) Estimate, compare & calculate different measures, including money in pounds & pence	a) Use all four operations to solve problems (eg money)	
Measurement: Time (24)		a) Sequence events in chronological order using language (eg before, after, next, first, today,	a) Compare & sequence intervals of time	a) Tell & write the time from an analogue clock, including using Roman numerals	a) Read, write & convert time between analogue & digital 12 & 24 hour clocks	a) Solve problems involving converting between units of time	a) Use, read, write & convert between standard units converting measurements of

		yesterday, tomorrow, morning, afternoon & evening) b) Recognise & use language relating to dates, including days of the week, weeks, months & years c) Tell the time to the hour & half past the hour & draw the hands on a clock face & show these times	b) Tell & write the time to 5 minutes, including quarter past/to the hour & draw hands on a clock face to show these times c) Know the number of minutes in an hour & the number of hours in a day	from I to XII, & 12 hr & 24hr clocks b) Estimate & read time with increasing accuracy to the nearest minute; record & compare time in terms of seconds, minutes & hours: use vocabulary such as o'clock, am/pm, morning, noon & midnight c) Know the number of seconds in a minute & the number of days in each month, year & leap year Compare durations of events (eg to calculate the time taken by particular events or tasks)	b) Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days		time from a smaller unit of measure to a larger unit & vice versa
Measurement: Perimeter, Area, Volume (25)				a) Measure the perimeter of simple 2-D shapes	a) Measure & calculate the perimeter of a rectilinear figure (including squares) in cm & m b) Find the area of rectilinear shapes by counting squares	a) Measure & calculate the perimeter of composite rectilinear shapes in cm & m b) Calculate & compare the area of rectangles (including squares) & including using standard units, square cm (cm^2) & square meters (m^2) & estimate the area of irregular shapes	a) Recognise that shapes with the same areas can have different perimeters & vice versa b) Recognise when it is possible to use formulae for area & volume of shapes c) Calculate the area of parallelograms & triangles

						c) Estimate the volume (eg using 1cm^3 blocks to build cuboids (including cubes)) & capacity (eg using water)	d) Calculate, estimate & compare the volume of cubes & cuboids using standard units, including cubic cm (cm^3) & cubic meters (m^3) & extending to other units (eg mm^3 & km^3)
Geometry 2-D Shapes (26)		a) Recognise & name common 2-D shapes (eg rectangles (including squares), circles & triangles)	a) Identify & describe the properties of 2-D shapes, including the number of sides & line symmetry in a vertical line b) Identify 2-D shapes on the surface of 3-D shapes (eg a circle on a cylinder & a triangle on a pyramid) c) Compare & sort common 2-D shapes & everyday objects	a) Draw 2-D shapes	a) Compare & classify geometric shapes, including quadrilaterals & triangles, based on their properties & sizes b) Identify lines of symmetry in 2-D shapes presented in different orientations	a) Distinguish between regular & irregular polygons based on reasoning about equal sides & angles b) Use the properties of rectangle sto deduce related facts & find missing lengths & angles	a) Draw 2-D shapes using given dimensions & angles b) Compare & classify geometric shapes based on their properties & sizes c) Illustrate & name parts of circles, including radius, diameter & circumference & know that the diameter is twice the radius
Geometry 3-D Shapes (27)		a) Recognise & name common 3-D shapes (eg cuboids (including cubes), pyramids & spheres)	a) Recognise & name common 3-D shapes (eg cuboids (including cubes), pyramids & spheres) b) Compare & sort common 3-D shapes & everyday objects	a) Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations & describe them		a) Identify 3-D shapes, including cubes & other cuboids, from 2-D representations	a) Recognise, describe & build simple 3-D shapes, including making nets
Geometry: Angles & Lines (28)				a) Recognise angles as a property of shape or description of a turn b) Identify right angles, recognise that	a) Identify acute & obtuse angles & compare & order angles up to two right angles by size	a) Know angles are measured in degrees; estimate& compare acute, obtuse & reflex angles	a) Find unknown angles in any triangles, quadrilaterals & regular polygons

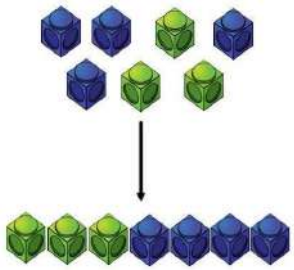
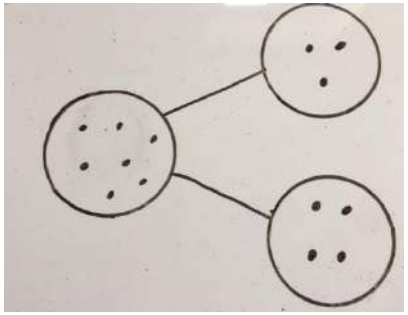
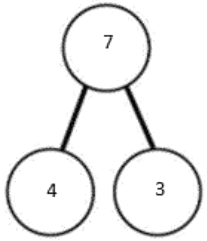
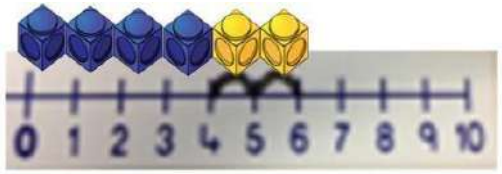
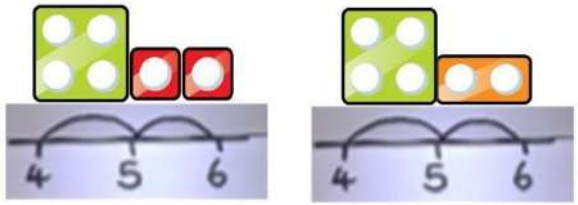
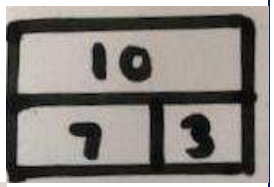
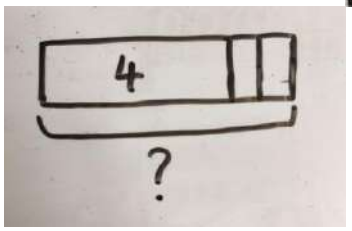
				two right angles make a ½ turn, three make ¾ of a turn & four a complete turn; identify whether angles are greater than or less than a right angle c) Identify horizontal & vertical lines & pairs of perpendicular & parallel lines	b) Identify lines of symmetry in 2-D shapes presented in different orientations c) Complete a simple symmetric figure with respect to a specific line of symmetry	b) Draw given angles & measure them in degrees c) Identify: -angles at a point & one whole turn (total 360°) -angles at a point on a straight line & ½ a turn (total 180°) -other multipes of 90°	b) Recognise angles where they meet at a point, are on a line, or are vertically opposite, & find missing angles
Geometry: Position & Direction (29)		a) Describe position, direction & movement, including whole, half, quarter & three quarter turns	a) Order & arrange combinations of mathematical objects in patterns & sequences b) Use mathematical vocabulary to describe position, direction & movement in a straight lie & distinguishing between rotation as a turn & in terms of right angles for quarter, half & three-quarter turns (clockwise & anti-clockwise)		a) Describe positions on a 2-D grid as coordinates in the first quadrant a) Describe movements between positions as translations of a given unit to the left/right and up/down a) Plot specified points and draw sides to complete a given polygon	a) Identify, describe & represent the position of a shape following a reflection or translations, suing the appropriate language, & know that the shape has not changed	a) Describe positions on the full coordinate grid (all four quadrants) b) Draw & translate simple shapes on the coordinate plane, & reflect them in the axes
Statistics: Present & Interpret (30)			a) Interpret & construct simple pictograms, tally charts, block diagrams & tables	a) Interpret & present data using bar charts, pictograms & tables	a) Interpret & present discrete & continuous data using appropriate graphical methods, including bar charts & time graphs	a) Complete, read & interpret information in tables, including timetables	a) Interpret & construct pie charts & lie graphs & use these to solve problems

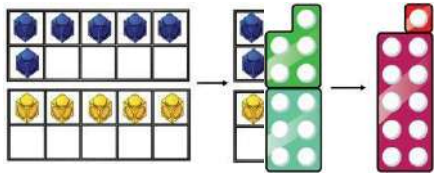
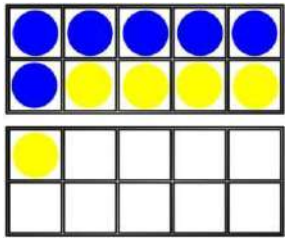
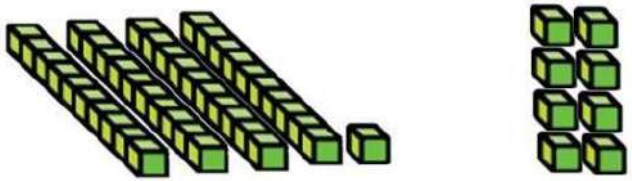
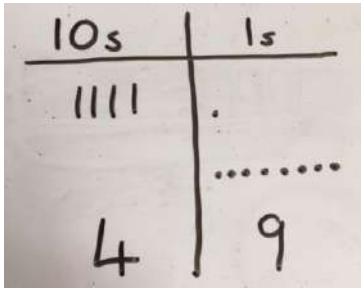
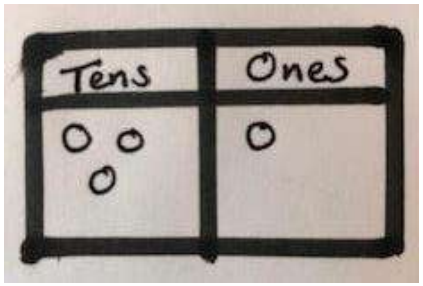
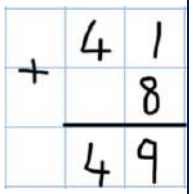
Statistics : Solve Problems (31)			a) Ask & answer simple questions by counting the number of objects in each category & sorting the categories by quantity b) Ask & answer questions about totalling & comparing categorical data	a) Solve 1-step & 2-step questions (eg 'How many more' & 'How many fewer') using information presented in scaled bar charts, pictograms & tables	a) Solve comparison, sum & difference problems using information presented in bar charts, pictograms, tables & other graphs	a) Solve comparison, sum & difference problems using information presented in a line graph	a) Calculate & interpret the mean as an average

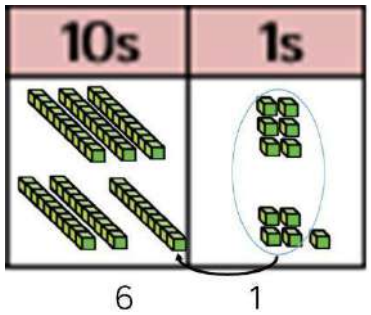
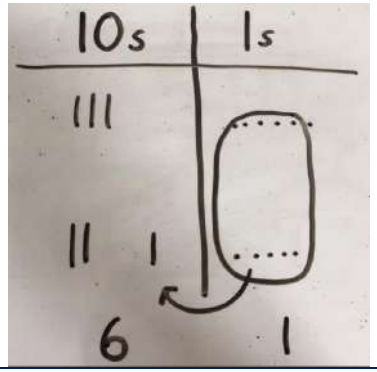
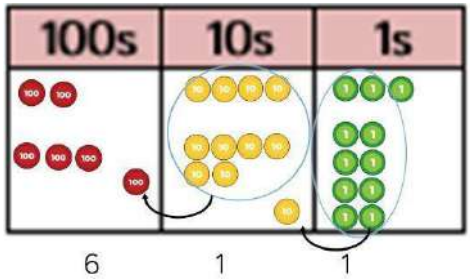
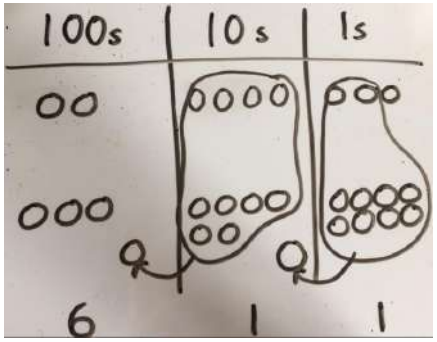
Maths Calculation Progression

Addition

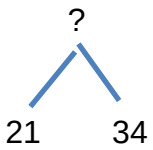
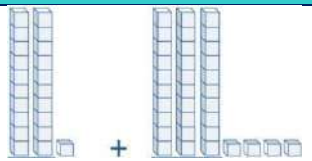
Key Language: sum, total, parts and wholes, plus, add, altogether, more, 'is equal to', 'is the same as'

Concrete	Pictorial	Abstract
Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars, sticky notes). 	Children to represent the cubes using dots or crosses. They could put each part on a part whole model too. 	4 + 3 = 7 Four is a part, 3 is a part and the whole is seven. 
Counting on using number lines using cubes or Numicon.  	A bar model which encourages the children to count on, rather than count all.  	The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? 4 + 2 

Regrouping to make 10; using ten frames and counters/cubes or using Numicon. 6 + 5 	Children to draw the ten frame and counters/cubes Children to draw the ten frame and counters/cubes.  Children to draw the ten frame and counters/cubes	Children to develop an understanding of equality e.g. 6 + □ = 11 6 + 5 = 5 + □ 6 + 5 = □ + 4
TO + O using base 10. Continue to develop understanding of partitioning and place value. 41 + 8 	Children to represent the base 10 e.g. lines for tens and dot/crosses for ones.   	41+8 1 + 8 = 49 41 1+8=9 40+9=49 40 1  36 + 25 36 +25 61 1 1 5

TO + TO using base 10. Continue to develop understanding of partitioning and place value. 36 + 25 	Children to represent the base 10 in a place value chart 	Looking for ways to make 10 30+20=50 5+5=10 5+10+1=61
Use of place value counters to add HTO + TO, HTO + HTO etc. When there are 10 ones in the 1s column- we exchange for 1 ten, when there are 10 tens in the 10s column- we exchange for 1 hundred. 	Chidren to represent the counters in a place value chart, circling when they make an exchange. 	243 +368 611 1 1

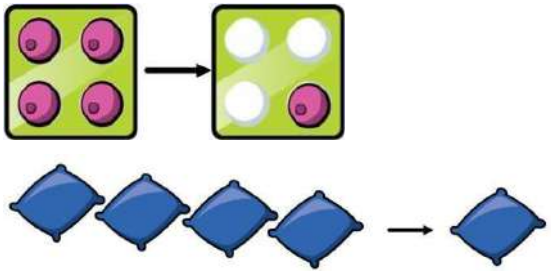
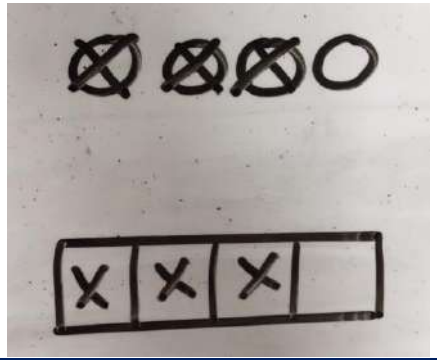
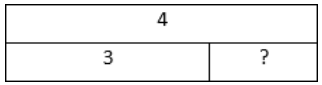
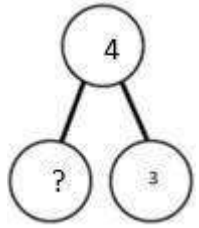
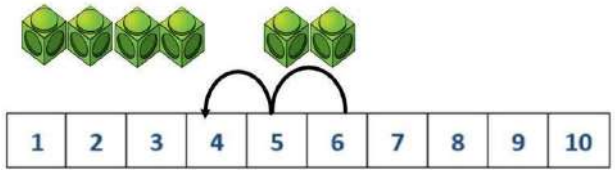
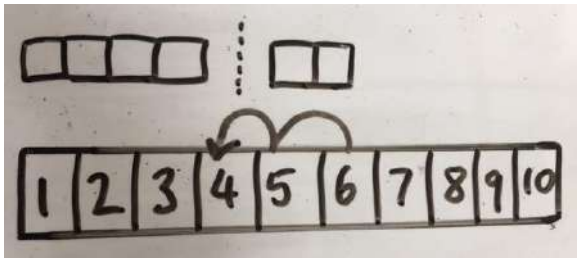
Conceptual variation: different ways to ask children to solve 21 + 31

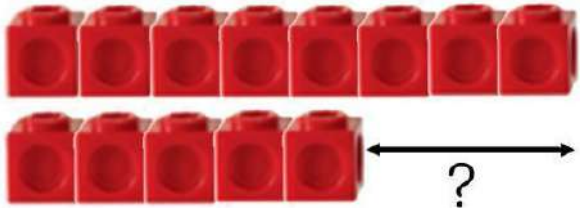
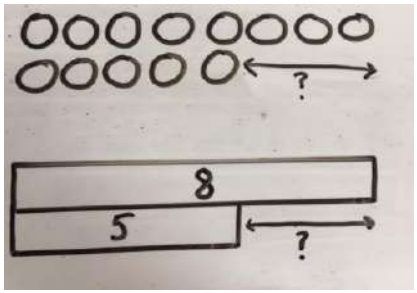
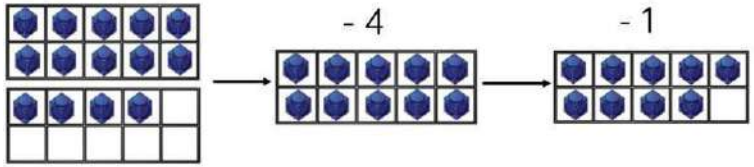
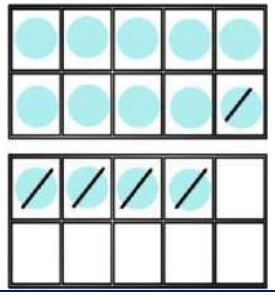
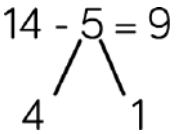
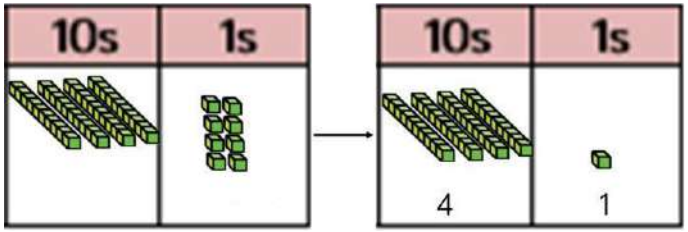
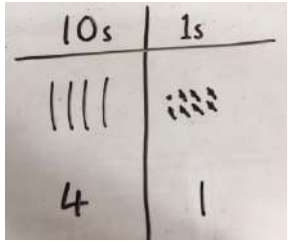
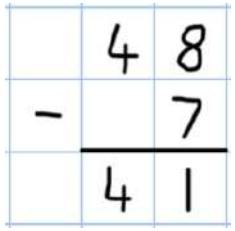
	Word problems: In year 3, there are 21 children and in year 4, there are 34 children.	21 +34 ____ 21+34= ? ? = 21+34	

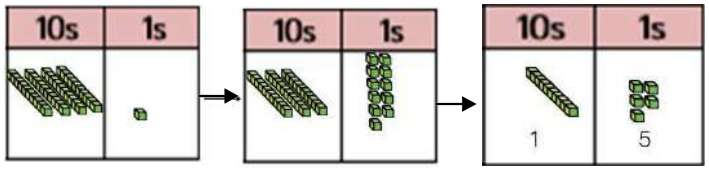
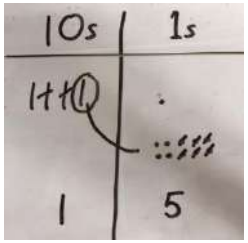
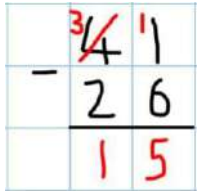
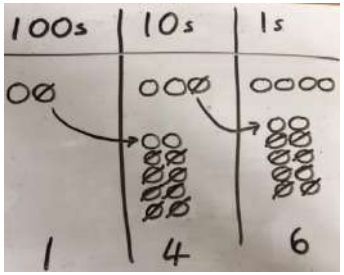
<table><tr><td colspan="2">?</td></tr><tr><td>21</td><td>34</td></tr></table>	21 + 34 = 55 Prove it How many children in total?	Calculate the sum of 21 and 34	

Subtraction

Key Language: take away, less than, the difference, subtract, minus, fewer, decrease

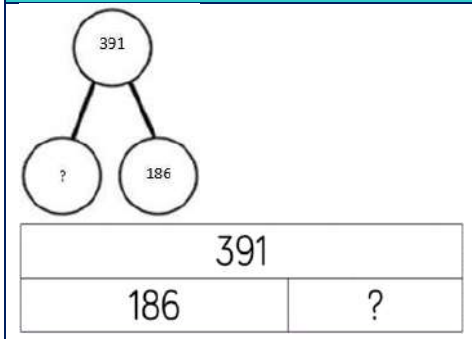
Concrete	Pictorial	Abstract
Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used). 4 – 3 = 1 	Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used. 	4 - 3 = ? ? = 4 – 3  
Counting back (using number lines or number tracks with or without Numicon alongside) children start with 6 and count back 2. 6 – 2 = 4 	Children to represent what they see pictorially, eg 	Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line  

Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used). Calculate the difference between 8 and 5. 	Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate. 	Find the difference between 8 and 5. 8 – 5, the difference is ? Children to explore why 9 – 6 = 8 – 5 = 7 – 4 have the same difference
Making 10 using ten frames. 14 – 5 	Children to present the ten frame pictorially and discuss what they did to make 10. 	Children to show how they can make 10 by partitioning the subtrahend.  14 – 4 = 10 14 – 4 = 1= 10 – 1 = 9
Column method using base 10. 48-7 	 Children to represent the base 10 pictorial Children to represent the base 10 pictorially	Column method or children could count back 7. 

Column method using base 10 and having to exchange. 41 – 26  	Represent the base 10 pictorially, remembering to show the exchange.  	Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because 41 = 30 + 11. 
Column method using place value counters. 234 – 88 100s | 10s | 1s ** | *** | *** * 100s | 10s | 1s * | *** * *** * *** * | *** * *** * ** 100s | 10s | 1s * | *** * | *** * **	Represent the place value counters pictorially; remembering to show what has been exchanged.  	Formal column method. Children must understand what has happened when they have crossed out digits. 2 1 2 3 4 - 8 8 6

1 4 6		

Conceptual variation: different ways to ask children to solve 391 - 186



Raj spent £391, Timmy spent £186. How much more did Raj spend?

Calculate the difference between 391 and 186.

= 391 – 186

? = 391 - 186

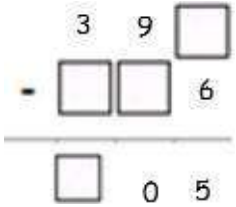
391

-186

What is 186 less than 391?

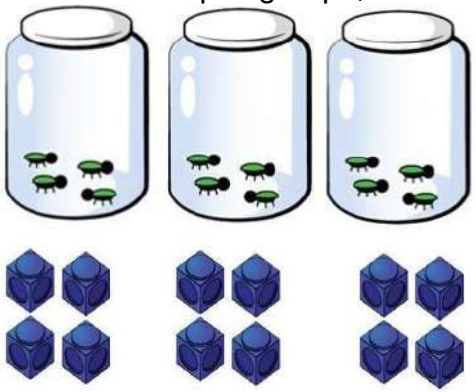
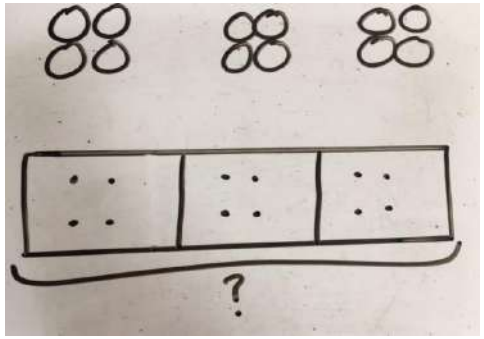
Missing digit calculations

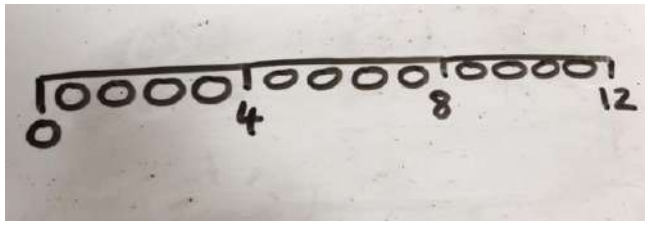
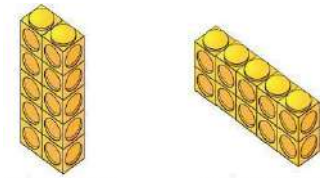
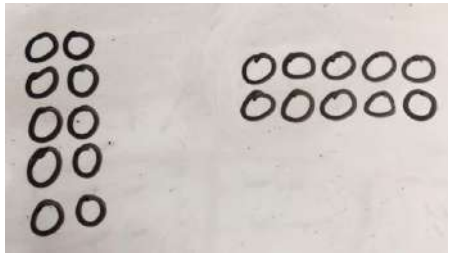
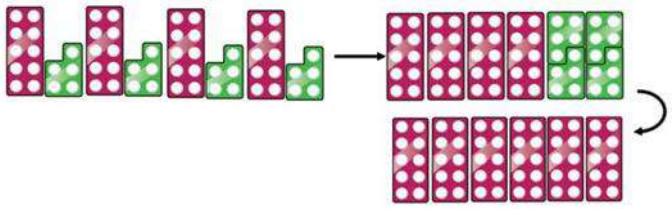
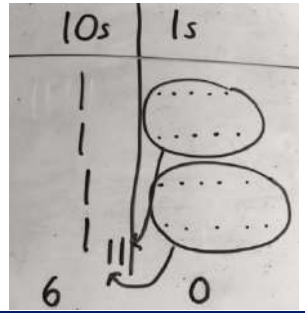
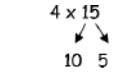
Missing digit calculations

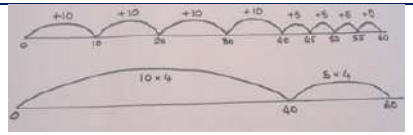
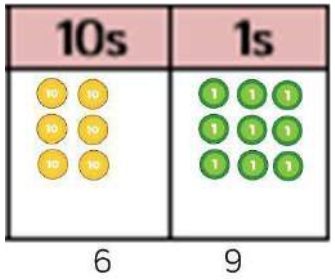
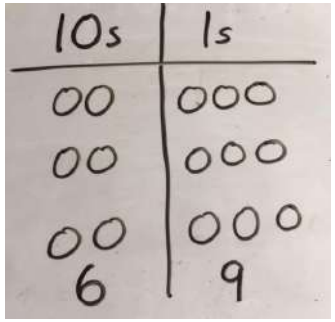
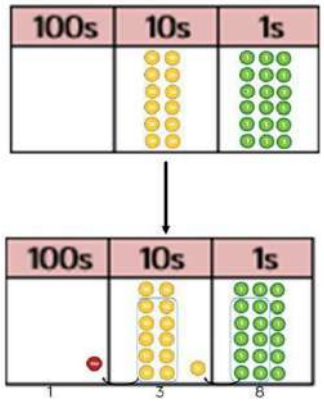
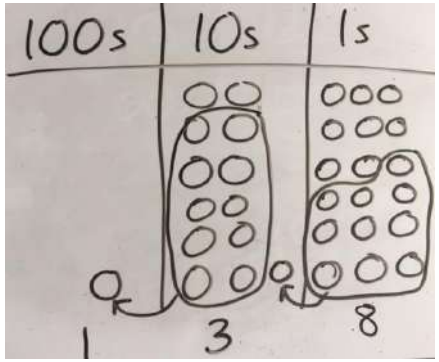
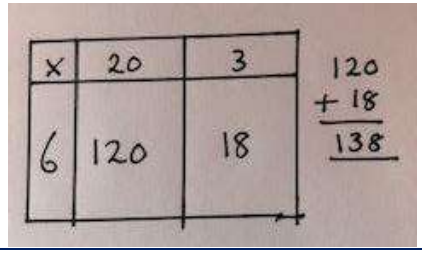


Multiplication

Key Language: doubled, times, multiplied by, the product of, groups of, lots of, equal groups

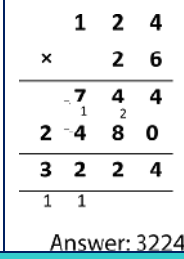
Concrete	Pictorial	Abstract
Repeated grouping/repeated addition 3 x 4 4 + 5 + 4 There are 3 equal groups, 4 within each group 	Children to represent the practical resources in a picture and use a bar model. 	3 × 4 = 12 4 + 4 + 4 = 12
Number lines to show repeated groups 3 x 4	Represent this pictorially alongside a number line	Abstract number line showing three jumps of four

  Cuisenaire rods can be used too.		3 x 4 = 12 
Use arrays to illustrate commutativity **<u>counters</u>** and other objects can also be used. 2 × 5 = 5 × 2 	Children to represent the arrays pictorially. 	Children to be able to use an array to write a range of calculations. 10 = 2 x 5 5 x 2 = 10 2 + 2 + 2 +2 +2 =10 10 = 5 + 5
Partition to multiply using Numicon, base 10 or Cuisenaire rods. 4 x 15 	Children to represent the concrete manipulatives pictorially. 	Children to be encouraged to show the steps they have taken.  10 x 4 = 40 5 x 4 = 20 40 + 20 = 60 A number line can be used

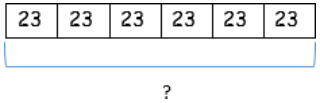
		
Formal column method with place value counters (base 10 can also be used.) 3 × 23  	Children to represent the counters pictorially.  	Children to record what it is they are doing to show understanding 3 x 23 3 x 20 = 60 3 x 3 = 9 60 + 9 = 69 23 × 3 69
Formal column method with place value counters 6 x 23  	Children to represent the counters/base 10, pictorially e.g. the image below.  	Formal written method 6 x 23 = 23 × 6 138 1 1 **Grid method** to show how multiplication can be partitioned 

When children start to multiply 3d × 3d and 4d × 2d etc., they should be confident with the abstract:

To get 744 children have solved 6 × 124.
To get 2480 they have solved 20 × 124.



Conceptual variation: different ways to ask children to solve 6 x 23



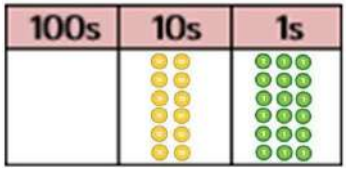
Mai had to swim 23 lengths, 6 times a week.
How many lengths did she swim in one week?

With the counters, prove that 6 x 23
= 138

Find the product of 6 and 23
6 × 23 = ?
? = 6 × 23

$$\begin{array}{r} 6 \\ \times\ 23 \\ \hline \end{array} \qquad \begin{array}{r} 23 \\ \times\ 6 \\ \hline \end{array}$$

What is the calculation?
What is the product?

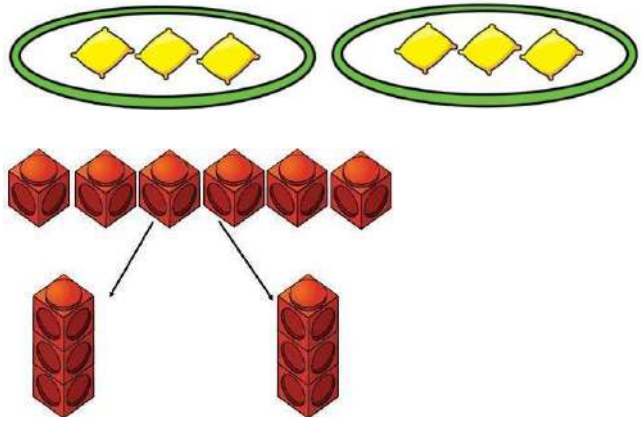


Division

Key Language: share, group, divide, divided by, half

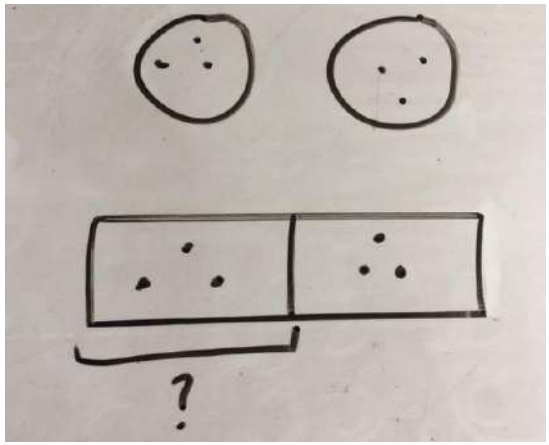
Concrete

Sharing using a range of objects.
6 ÷ 2



Pictorial

Represent the sharing pictorially.

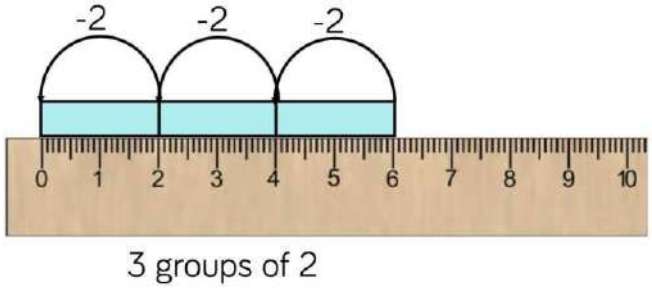
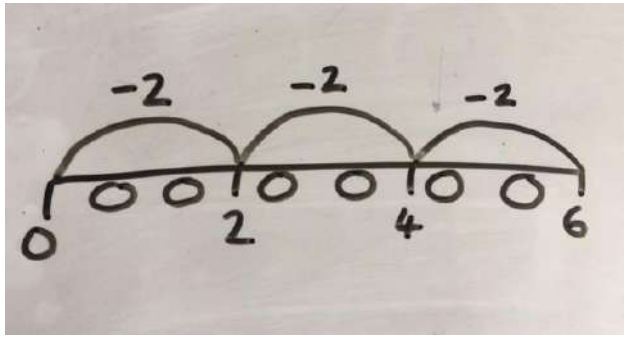
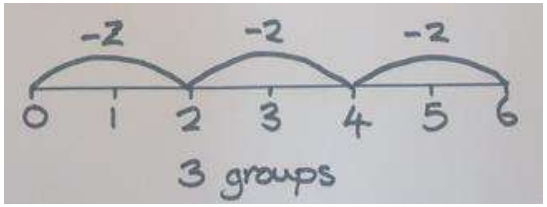
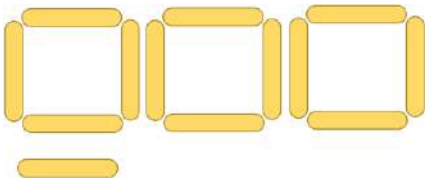
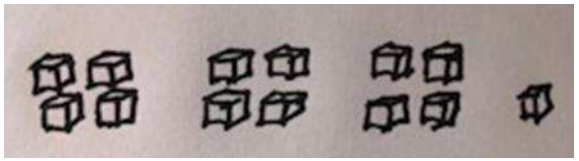
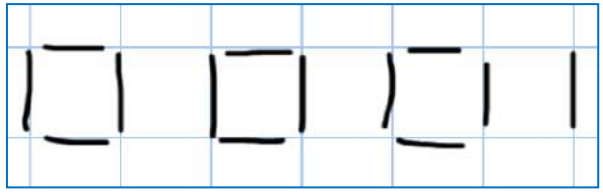
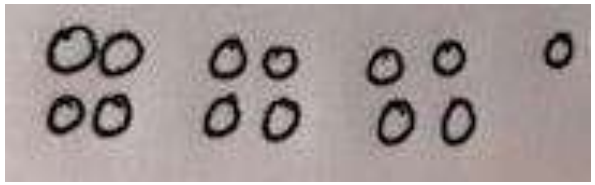
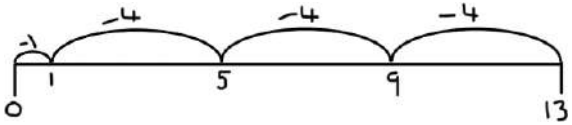


Abstract

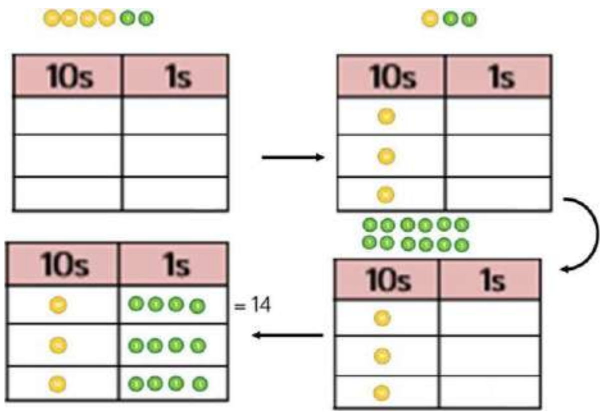
6 ÷ 2 = 3

3	3

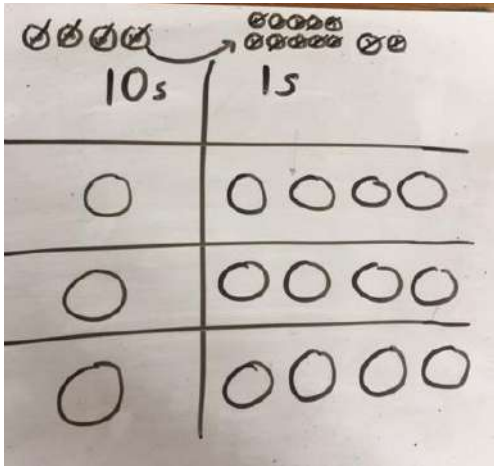
Children should also be encouraged to use their 2 times tables facts

Repeated subtraction using Cuisenaire rods above a ruler. 6 ÷ 2  3 groups of 2	Children to represent repeated subtraction pictorially. 	Abstract number line to represent the equal groups that have been subtracted. 
2d ÷ 1d with remainders using lollipop sticks. Cuisenaire rods, above a ruler can also be used. 13 ÷ 4 Use of lollipop sticks to form wholes- squares are made because we are dividing by 4.  There are 3 whole squares, with 1 left over. Base 10 may also be used 	Children to represent the lollipop sticks pictorially.  There are 3 whole squares, with 1 left over. Children represent the base 10 pictorially 	13 ÷ 4 – 3 remainder 1 Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line. ‘3 groups of 4, with 1 left over’ 

Sharing using place value counters.
42 ÷ 3 = 14



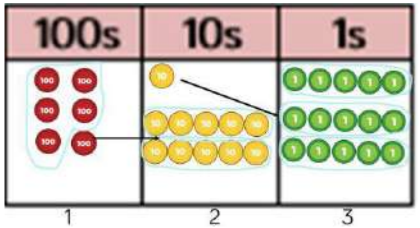
Children to represent the place value counters pictorially.



Children to be able to make sense of the
place value counters and write calculations to
show the process.

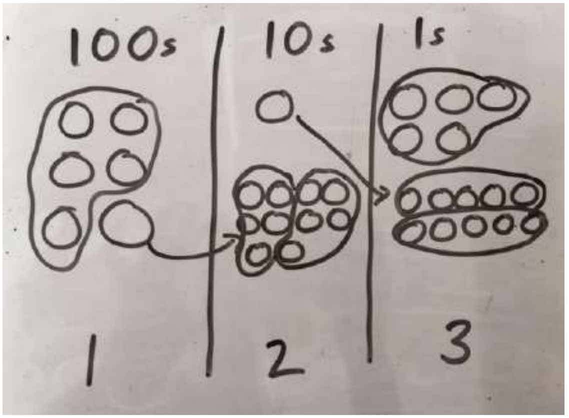
42 ÷ 3
42 = 30 + 12
30 ÷ 3 = 10
12 ÷ 3 = 4
10 + 4 = 14

Short division using place value counters to group. 615 ÷ 5

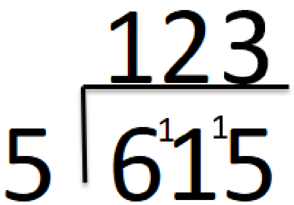


1.Make 615 with place value counters.
2.How many groups of 5 hundreds can you make with 6 hundred counters?
3.Exchange 1 hundred for 10 tens.
4.How many groups of 5 tens can you make with 11 ten counters?
5.Exchange 1 ten for 10 ones.
6.How many groups of 5 ones can you make with 15 ones?

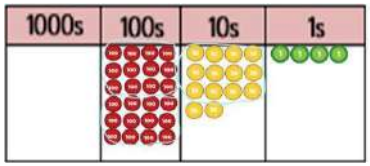
Represent the place value counters pictorially.



Children to the calculation using the short division scaffold.

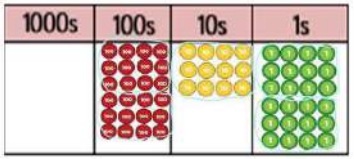


Long division using place value counters
2544 ÷ 12



After exchanging the hundred, we have 14 tens. We can group 12 tens into a group of 12, which leaves 2 tens.

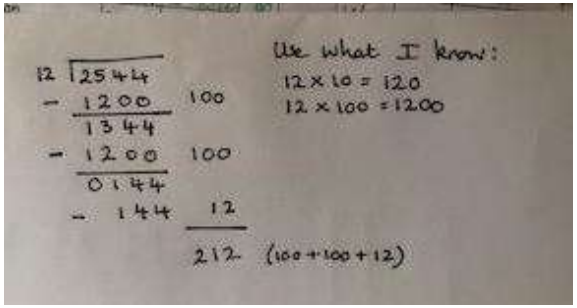
$$\begin{array}{r} 021 \\ 12\overline{)2544} \\ 24 \\ \hline 14 \\ 12 \\ \hline 2 \end{array}$$



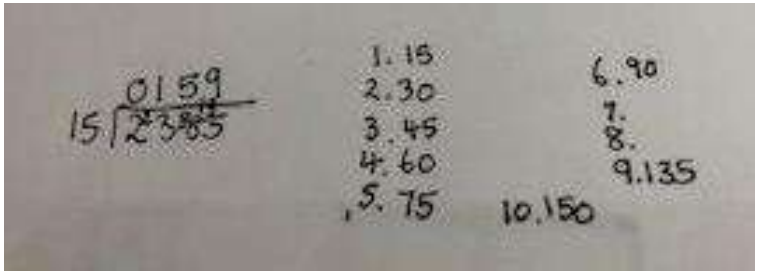
After exchanging the 2 tens, we have 24 ones. We can group 24 ones into 2 group of 12, which leaves no remainder.

$$\begin{array}{r} 0212 \\ 12\overline{)2544} \\ 24 \\ \hline 14 \\ 12 \\ \hline 24 \\ 24 \\ \hline 0 \end{array}$$

Chunking



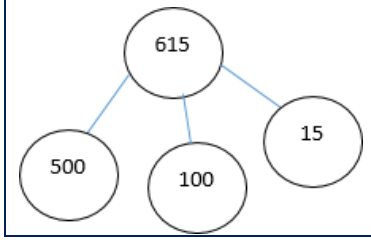
Create a tally/chart of tables you don't know. Work with 1 to 5 and 10 then complete others as needed



Encourage children to notice patterns to speed up the process and avoid unnecessary calculating:

2x, 3x, 4x (double 2x) 5x (2x + 3 x) 6x (double 3x) 10x easy – 9x (1 x less than 10x) 8x (double 4x) 7x (3x + 4x)

Conceptual variation: different ways to ask children to solve 615 ÷ 5

Using the part whole model below, how can you divide 615 by 5 without using short division?  	I have £615 and share it equally between 5 bank accounts. How much will be in each account? 615 pupils need to be put into 5 groups. How many will be in each group?	$5 \overline{)615}$ 615 ÷ 5 = ? ? = 615 ÷ 5	What is the calculation? What is the answer? 

Literacy

Click here to view the primary National Curriculum progression

Writing

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

	To use adjectives to describe.	To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).			To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	to make improvements to their writing.
	Awareness of audience, purpose and structure					
	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well- structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using

			To begin to create settings, characters and plot in narratives.	To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
	Sentence construction, tenses, phrases and clauses					
	To use simple sentence structures To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English. To using co-ordination (or/and/but). To use some subordination (when/if/ that/because).	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing. To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g.	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.

		To use expanded noun phrases to describe and specify (e.g. the blue butterfly).		To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	
	Punctuation					
	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: • capital letters, full stops, question marks and exclamation marks; • commas to separate lists; • apostrophes to mark singular possession and contractions.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
	Use of terminology					

	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
Reading						
FSU	1	2	3	4	5	6
	Phonics and decoding					
	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues

	To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and –est endings. To read words with contractions, e.g. I'm, I'll and we'll.	To accurately read most words of two or more syllables. To read most words containing common suffixes	cian, to begin to read aloud.		ible/ibly, to read aloud fluently.	
	Common inception words					
	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words,	
	Fluency					
	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary			

	and confidence in word reading.	confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.				
	Understanding and correcting inaccuracies					
	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading				
	Reading for pleasure					
	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

	To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).		To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.	To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of factand opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text
	Words in context and authorial choice					

	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
	Poetry and performance					
	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
	Non-fiction					
		To recognise that non- fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g.

				To use dictionaries to check the meaning of words that they have read.	fiction and non-fiction texts.	in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
Click here to view the primary National Curriculum progression						

eSafety

Year Group	FSU	1	2	3	4	5	6
	Explorers	Gatherers		Explainers		Evaluators	
Self-Image and Identity	I can **recognise**, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	I can **explain** how other people may look and act differently online and offline.	I can **explain** how people can represent themselves in different ways online.	I can **explain** that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	I can **demonstrate** how to make responsible choices about having an online identity, depending on context.	I can **describe** issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.
Online Relationships	I can **explain** why it is important to be considerate and kind to people online and to respect their choices.	I can **explain** why it is important to be considerate and kind to people online and to respect their choices.	I can **explain** why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	I can **explain** what it means to 'know someone' online and why this might be different from knowing someone offline.	I can **describe** strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)	I can **explain** how someone can get help if they are having problems and identify when to tell a trusted adult.	I can **describe** how things shared privately online can have unintended consequences for others. e.g. screen-grabs.
Online Reputation	I can **identif**y ways that I can put information on the internet.	I can **describe** what information I should not put online without asking a trusted adult first.	I can **describe** how anyone's online information could be seen by others.	I can give examples of what anyone may or may not be willing to share about themselves online. **I can explain** the need to be careful before sharing anything personal.	I can describe how to find out information about others by searching online.	I can search for information about an individual online and **summarise** the information found.	I can **explain** the ways in which anyone can develop a positive online reputation.
Online Bullying		I can **describe** ways that some people can be unkind online.	I can **describe** how to behave online in ways that do not upset others and can give examples.	I can **describe** appropriate ways to behave towards other people online and why this is important.	I can recognise when someone is upset, hurt or angry online.	I can **describe** the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	I can **explain** how someone would report online bullying in different contexts.
Managing Online Information	I can talk about how to use the internet as a way of finding information online.	I can give simple examples of how to find information using digital technologies, e.g. search engines,	I can explain why some Information I find online may not be real or true. Year 1	I can **explain** the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be	I can **explain** what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend	I can **describe** how fake news may affect someones emotions and behaviour and explain why this may be harmful.	I can **describe** the difference between online misinformation and dis-information

		voice activated searching.		shared online, e.g. in videos, memes, posts, news stories etc.	something is true when it isn't.		
Health, Well-being and Lifestyle	I can **identify** rules that help keep us safe and healthy in and beyond the home when using technology	I can explain rules to keep myself safe when using technology both in and beyond the home.	I can **explain** rules to keep myself safe when using technology both in and beyond the home.	I can **explain** why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	I can explain how using technology can be a distraction from other things, in both a positive and negative way.	I **recognise** the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.	I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).
Privacy and Security	I can **identify** some simple examples of my personal information (e.g. name, address, birthday, age, location).	I can **explain** why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	I can **explain** and give examples of what is meant by 'private' and 'keeping things private'.	I can **give reasons** why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.	I can **explain** that internet use is never fully private and is monitored, e.g. adult supervision.	I can **explain** what a strong password is and demonstrate how to create one.	I can **describe** ways in which some online content targets people to gain money or information illegally; I can **describe** strategies to help me **identify** such content (e.g. scams, phishing).
Copyright and Ownership	I can name my work so that others know it belongs to me.	I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).	I can describe why other people's work belongs to them.	I can **explain** why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	I can assess and **justify** when it is acceptable to use the work of others	I can demonstrate the use of search tools to find and access online content which can be reused by others.

Computing

FSU	1	2	3	4	5	6
Explorers	*Gatherers*		*Explainers*		*Evaluators*	

Computing Systems and Networks (1)

Notice, **explore,** and talk about technology that is used at home and in school. **Investigate** and operate simple equipment. **Explore** a safe part of the Internet to play and learn.	**Identify** technology. **Identify** a computer and its main parts. Use a mouse in different ways. Use a keyboard to type and edit text. **Describe** rules for using technology responsibly.	**Recognise** the uses and features of information technology. **Identify** the uses of information technology in the school and beyond school. **Describe** how information technology helps us. **Describe** how to use information technology safely. **Recognise** that choices are made when using information technology.	**Explain** how digital devices function. **Identify** input and output devices. **Recognise** how digital devices can change the way we work. **Explain** how a computer network can be used to share information. **Explore** how digital devices can be connected. **Recognise** the physical components of a network.	**Describe** how networks physically connect to other networks. **Recognise** how networked devices, make up the internet. **Describe** how websites can be shared via the World Wide Web (WWW). **Describe** how content can be added and accessed on the World Wide Web (WWW). **Recognise** how the content of the WWW is created by people. **Demonstrate an understanding** of the consequences of unreliable content.	**Explain** that computers can be connected together to form systems. **Recognise** the role of computer systems in our lives. **Critique** different search engines. **Describe** how search engines select results. **Explain** how search results are ranked. **Recognise** why the order of results is important and to whom.	**Explain** the importance of internet addresses. **Recognise** how data is transferred across the internet. **Explain** how sharing information online can help people to work together. **Evaluate** different ways of working together online. **Recognise** how we communicate using technology and to **evaluate** different methods of online communication.

Creating Media (2)

Investigate moving objects on a screen. **Explore** creating shapes and text	**Describe** what different freehand tools do. Use the shape tool and the line tools.	Use a digital device to take a photograph. Make **choices** when taking a photograph and **describe** what makes a	**Explain** that animation is a sequence of drawings or photographs. **Recognise** what makes an effective stop-frame	**Identify** that sound can be recorded. **Explain** that audio recordings can be edited.	**Explain** what makes a video effective. **Identify** digital devices that can record video.	**Critique** an existing website and consider its structure. **Recognise** the common features of a web page

on a screen. **Explore** technology and use this to show my learning.	**Compare and contrast** choices when painting a digital picture. **Explain** why I **chose** the tools I used. **Recall** the skills needed to paint a picture on a computer independently. **Compare** painting a picture on a computer and on paper. Use a computer to write. Add and remove text on a computer. **Identify** that the look of text can be changed on a computer. Make careful **choices** when changing text. **Explain** why I used the tools that I **chose**. **Compare** typing on a computer to writing on paper.	good photograph. **Identify** how photographs can be improved. **Recognise** that photos can be changed and use tools to change an image. **Recognise** how music can make us feel. **Identify** that there are patterns in music. Experiment with sound using a computer. Use a computer to **create** a musical pattern. **Create** music for purpose and critique it.	animation. Plan and **critique** an animation **Identify** the need to work consistently and carefully.. **Evaluate** the impact of adding other media to an animation. **Recognise** how text and images convey information. **Recognise** that text and layout can be edited. **Choose** appropriate page settings. Add content to a desktop publishing publication. **Recognise** how different layouts can suit different purposes. **Identify** the benefits of desktop publishing.	**Recognise** the different parts of creating a podcast project. **Critique** and apply audio editing skills independently. Combine audio to enhance my podcast project. **Evaluate** the effective use of audio. **Explain** that the composition of digital images can be changed. **Explain** that colours can be changed in digital images. **Explain** how cloning can be used in photo editing. **Explain** that images can be combined and to combine images for a purpose. **Evaluate** how changes can improve an image.	Capture video using a range of techniques and **critique** how effective my video is. **Synthesise (create)** a storyboard. **Identify** that video can be improved through reshooting and editing. **Critique** the impact of the choices made when making and sharing a video. **Identify** that drawing tools can be used to produce different outcomes. **Synthesise (create)** a vector drawing by combining shapes. **Choose** the best tools to achieve a desired effect. **Recognise** that vector drawings consist of layers. **Recognise** when to group objects to make them easier to work with. Apply what I have learned about vector drawings.	and plan my own. **Demonstrate an understanding** of the ownership and use of images (copyright). **Recognise** the need to preview pages. E**xplain** the need for a navigation page. **Recognise** the implications of linking to content owned by other people. **Recognise** that you can work in three dimensions on a computer. **Identify** that digital 3D objects can be modified. **Recognise** that objects can be combined in a 3D model. **Synthesise (create)** a 3D model for a given purpose. Plan my own 3D model. **Synthesise (create**) my own digital 3D model.

Programming (3)

Explore making a floor robot move. **Select** simple software to make something happen. C**hoose** the buttons and icons I press, touch, or click on.	**Explain** what a given command will do. Give directions and follow instructions. **Compare** four direction movements and combine commands to make a sequence. Plan a simple program by **choosing** the order of commands. **Identify** more than one solution to a problem. **Choose** a command for a given purpose. **Recognise** that a series of commands can be joined together. **Identify** the effect of changing a value. **Explain** that each sprite has its own instruction. **Choose** the appropriate parts for a project. Use my algorithm to **create** a program.	**Describe** a series of instructions as a sequence. **Explain** what happens when we change the order of instructions. Use logical reasoning to predict the outcome of a programme and to **compare** my prediction to the outcome. **Explain** that programming projects can have code and artwork. Design an algorithm and **explain** what it should achieve. **Create** and debug a program that I have written. **Explain** that a sequence of commands has a start and an outcome. **Create** a program using a given design and then to change the given design. **Create** a programme using my own design.	Explore a new programming environment. **Identify** that commands have an outcome. **Explain** that a program has a start. **Recognise** that a sequence of commands can have an order. Change the appearance of my project. **Synthesise (create)** a project from a task description. **Explain** how a sprite moves in an existing project. **Synthesise (create)** a program to move a sprite in four directions. Adapt a program to a new context. **Identify** additional features and develop my program by adding them. **Identify** and fix bugs in a program.	**Identify** that accuracy in programming is important. **Synthesise** (**create)** a program in a text-based language. **Explain** what 'repeat' means. Modify a count-controlled loop to produce a given outcome. Decompose a task into small steps. **Synthesise (create)** a program that uses count-controlled loops to produce a given outcome. Develop the use of count-controlled loops in a different programming environment. **Explain** that in programming there are infinite loops and count-controlled loops. Develop a design that includes two or more loops which run at the same time and **evaluate** the effectiveness of the	**Create** and control a simple circuit connected to a computer. Write a program that includes count-controlled loops. **Explain** that a loop can stop when a condition is met and can be used to repeatedly check whether a condition has been met. Design a physical project that includes selection. **Synthesise (create)** a program that controls a physical computing project. **Explain** how selection is used in computer programs. **Synthesise (create)** a program with different outcomes using selection. **Explain** how selection directs the flow of a program. Design and **create** a program which uses selection. **Evaluate** my program.	**Explain** that the way a variable changes can be defined. **Explain** why a variable is used in a program. **Choose** how to improve a game by using variables. Design a project that builds on a given example and **explain** my design choices. Use my design to **create** a project and **evaluate** it. **Synthesise (create)** a program to run on a controllable device. **Explain** that selection can control the flow of a program. Update variable with a user input. Use a conditional statement to **compare** a variable to a value. Design a project and **create** a program that uses inputs and outputs on a controllable device.

		Compare my project to my design and decide what can be improved.	Design and **synthesise (create)** a maze-based challenge.	repeated sequences. **Identify** which parts of a loop can be changed and modify an infinite loop in a given program. Design and **synthesise (create)** a project that includes repetition.		
Data and Information (4)						
Explore and talk about different kinds of information such as pictures, video, text, and sound.	Label objects and **identify** that they can be counted. **Describe** objects in different ways. Count objects with the same properties. **Compare** groups of objects and answer questions about them.	**Recognise** that we can count and **compare** objects using tally charts. **Recognise** that objects can be represented as pictures. **Create** a pictogram. Select objects by attribute and make **comparisons**. **Recognise** that people can be described by attributes. **Explain** that we can present information using a computer.	**Create** questions with yes/no answers. **Identify** the attributes needed to collect data about an object. **Create** a branching database. **Explain** why it is helpful for a database to be well structured. Plan the structure of a branching database. Independently **synthesise (create**) an identification tool.	**Explain** that data gathered over time can be used to answer questions. Use a digital device to collect data automatically. **Explain** that a data logger collects 'data points' from sensors over time. **Recognise** how a computer can help us to analyse data. **Identify** the data needed to answer questions and to use the data to answer questions.	**Explain** how a form can be used to record information. **Compare** paper and computer-based databases. **Explain** how you can answer questions by grouping and then sorting data. **Explain** tools that can be used to select specific data. **Explain** that computer programs can be used to **compare** data visually. Use a real-world database to answer questions.	**Create** and build a data set in a spreadsheet. **Explain** that formulas can be used to produce calculated data. Apply formulas to data. **Create** a spreadsheet to plan an event. **Choose** suitable ways to present data.

Expectations of our Year 1 Digital Linguists

By the end of Year 1 our young digital linguists are developing into *gatherers* by **recognising** aspects of computational thinking that they have used to solve problems.

Expectations of our Year 2 Digital Linguists

By the end of Year 2 our young digital linguist are secure *gatherers* by **selecting** aspects of computational thinking to solve problems. They can **describe** how to use computer science in creative ways, using subject specific vocabulary. They are becoming digitally literate by:

They can **recall** how to use computer science in creative ways, using subject specific vocabulary. They are becoming digitally literate by:

1. Experiencing digital algorithms in action.
2. I**dentifying** how data can be displayed digitally.
3. Exploring ways to be creative with a range of technology tools.
4. **Recognising** technology in everyday life.

1. Using and **sequencing** digital algorithms.
2. **Describing** how data can be collected displayed digitally.
3. **Describing** technological tools to communicate.
4. **Describing** how technology is used in everyday life.

Expectations of our Year 3 Digital Linguists

By the end of Year 3 our young digital linguists are developing into *explainers* by **explaining** how they have used aspects of computational thinking to solve problems. They can **demonstrate** how to use computer science in creative ways, using subject specific vocabulary. They are becoming digitally literate by:

1. Constructing and testing digital algorithms.
2. Creating digital databases using data collected from different sources.
3. Choosing technological tools for a specific purpose.
4. Using technology in everyday life.

Expectations of our Year 4 Digital Linguists

By the end of Year 4 our young digital linguists are secure *explainers* by **summarising** how they have used computational thinking to solve problems. They can **reason** why they have used computer science in creative ways, using subject specific vocabulary. They are becoming digitally literate by:

1. Recognising problems in digital algorithms and offering debugging suggestions.
2. Scrutinising the data that has been collected and presented digitally.
3. Making informed choices regarding audience when selecting from a range of technological tools.
4. **Explaining** the reliability and limitations of technology in everyday life.

Expectations of our Year 5 Digital Linguists

By the end of Year 5 our young digital linguists are developing as *evaluators* by **evaluating** how they have used computational thinking to solve problems. They can **reach informed judgements** as to why they have used computer science in creative ways, using subject specific vocabulary. They are becoming digitally literate by:

1. Constructing and decomposing more complex algorithms containing variables.
2. Independently selecting from a range of tools and apps to collect and present data digitally.
3. Editing work by combining a range of technological tools.
4. **Evaluating** information gathered from technology in everyday life.

Expectations of our Year 6 Digital Linguists

By the end of Year 6 our young digital linguists are secure *evaluators* by **justifying** how they have used computational thinking to solve problems. They can **critique** the ways in which they have used computer science to be creative, using subject specific vocabulary. They have become digitally literate by:

1. **Evaluating** complex digital algorithms with a range of variables.
2. Independently interrogating data that they have collected and presented digitally using a range of sources.
3. Independently seeking out new technological tools for specific purposes.
4. **Evaluating** the reliability of information gathered from a range of technology in everyday life.

Art (A1/1&2a – A6/6f)

	FSU	1	2	3	4	5	6
	Explorers	*Gatherers*		*Explainers*		*Evaluators*	
Knowledge (1)	a) Share their creations, explaining the process they have used.	a) **Describe a piece of artwork created & describe the techniques used to create it.**		a) **Explain a piece of artwork created & explain the techniques used in its creation, suggesting ways it could be improved.**		a) **Evaluate & critique a piece of artwork created & evaluate the techniques used & decisions made in its creation.**	
				a) **Know about an artist &/or explain the style of art from a period of history or place in the world they have learnt about**			
				b) **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 & Textiles (2)	a) Create simple collages using fabric, paper, pasta, beans & larger tactile things. b) Use techniques of cutting & tearing of paper/card to collage. c) Explore different textures and begin to use materials such a threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product.	a) Select & sort from materials provided & use them to cut &/or tear to produce a simple collage to convey an idea. b) Sort, arrange & mix materials to create texture & visual interest from a variety of materials. c) Identify and use materials to make a simple textile composition d) Explore sewing/weaving techniques in their simplest forms. .	a) Select & sort from materials provided & use them to cut &/or tear to produce a more detailed collage with clear and purposeful intention. b) Use a combination of materials that are cut, torn and glued. Mix materials to create visual interest. c) Use previously learnt sewing/weaving techniques to create simple textile compositions.	a) Select & sort from materials provided & use them to produce a simple textile collage. b) Use layering techniques within the textile collage. c) Combine applique techniques along with hand sewing to create their collage	a) Use a wider range of textile materials available to collage a textile wall hanging. b) Demonstrate an understanding of & use specific collaging techniques such as overlapping and layering. c) Begin to learn other textile techniques such as wet and needle felting.	a) Select from a wider range of materials available to create an appliqued textile collage. b) Use previous learning to select & apply specific collaging techniques, such as cutting (beginning to use templates) and layering for specific outcome. c) Begin to Incorporate other media (eg beads) & other techniques (eg embroidery) to add visual interest d) Begin to collect visual information from a variety of sources, describing the visual & tactile elements evaluate how to incorporate this into design.	a) Use a range of media & templates to create a more detailed textile collage for a purpose eg cushion cover or tote bag; including evaluating & selecting the most appropriate technique. b) Use previous learning to select & apply specific collaging techniques, such as cutting (using templates) and layering for specific outcome. c) Begin to use other techniques such as machine sewing to achieve a specific outcome d) Use visual information from a variety of sources, describing the visual & tactile elements evaluate how to incorporate this into design.

Printing (3)	a) Enjoy taking simple rubbings: leaf, brick, coin. b) Make prints using given/chosen objects as a stamp eg fingers, vegetables or other objects linked to learning topic	a) Explore & use texture to understand techniques of stamping & rubbing. b) Make a simple stamp to create a composition c) Explore printing simple pictures with a range of hard & soft materials eg cork, pen barrels, sponge. d) Identify which materials made better prints & recognise why.	a) Create a simple indented collagraph (eg on polystyrene) & use to make simple prints ie mono -printing. b) Use collagraph to create a printed image & recognise that this will create a mirror image.	a) Create a simple collagraph using simple materials & techniques (eg textured paper /card &scissors) b) Use collagraph & printing roller to create a printed image & recognise that this will create a mirror image. c) Print using a variety of materials, objects & techniques, including layering colours.	a) Create a more detailed collagraph by suggesting & using a wider range of materials & techniques (eg foam board/sponge) b) Use collagraph & printing roller to create a printed image & recognise that this will create a mirror image. c) Begin to explore three-colour printing. d) Experiment with resist printing eg marbling, wax resist. .	a) Design & create a stencil to use for a simple silk screen print. b) Work in a safe & organised way, using equipment appropriately. c) Explore pattern & shape, creating designs for printing. d) Evaluate design to adapt suitability for printing & recognise that this will create a mirror image. e) Use template to create a screen print on fabric.	a) Design & create a more detailed indented collagraph using a more sophisticated technique (eg lino cuts). b) Understand the importance of working in a safe & organised way whilst using sharp equipment. c) Evaluate design to adapt suitability for printing & recognise that this will create a mirror image. d) Use collagraph & printing roller to create a printed image.
Drawing (4)	a) Begin to use a variety of drawing tools eg pencil, finger, coloured pencils, pastels, chalk. b) Investigate different lines (thick, thin, wavy, & straight). c) Represent their thoughts & feelings using their drawings.	a) Begin to select & experiment with a variety of media & start to control the types of marks made. b) Begin to extend the drawing tools & surfaces & recognise how to draw lines of different sizes & thickness. c) Begin to show pattern & texture in their art by	a) Continue to experiment with a variety of media & exert more control over the types of marks made. b) Begin to explore the use of pattern, line, shape & colour & colour neatly following lines. c) Begin to use observational drawing to create recognisable images.	a) 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. b) Suggest & use a variety of drawing techniques such as: hatching, scribbling, stippling, &	a) Use different media & different grades of pencil to create lines, marks & show developed tone & texture. b) Demonstrate understanding of previously learned techniques such as hatching, scribbling, stippling, & blending & recognise how to apply these to compositions.	a) Continue to use different media & different grades of pencil to create lines, marks & tone & texture. b) Apply a variety of previously learned techniques to add interesting effects (eg reflections, shadows, direction of sunlight). c) Continue to observe & develop the drawing of landscapes, patterns, faces, & objects, with increasing accuracy using	a) Apply a variety of previously learned techniques & suggest appropriate media to develop the effect of light on objects & interpret the texture of a surface. b) Show confidence in using a variety of drawing mediums, including ink & pen. c) Use a viewfinder to select an area of a subject for drawing. d) Work in a sustained & independent way from observation, experience, & imagination.

		adding basic techniques such dots & lines.		blending to create light/ dark lines. c) Continue to use observational drawing to create recognisable images with increasing accuracy.	c) Begin to draw for a sustained period at their own level & begin to use perspective, scale, & proportion. d) Continue to observe & develop the drawing of landscapes, patterns, faces, & objects, with increasing accuracy.	perspective, scale, & proportion. d) Continue to draw for a sustained period at their own level with increasing independence.	
Painting (5)	a) Use a variety of tools including different size/ size brushes & tools i.e. sponge brushes, fingers, twigs. b) Recognise & name the primary colours being used. c) Explore informal colour mixing.	a) Recognise all colours & their names & apply colour with a range of tools. b) Mix primary colours to make secondary. c) Add white to colours to make tints & black to colours to make tones (create colour charts). d) 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.	a) Confidently recognise all colours & can begin to control the types of marks made with a range of media. b) Create a simple colour wheel mixing primary colours to make secondary. c) Experiment to lighten & darken colours without the use of black or white. Can begin to use a range of media & explore different effects & surfaces.	a) Demonstrate increasing control over the types of marks made & experiment with different effects & textures eg blocking in colour, washes, thickened paint creating textural effects. b) Create a more complex colour wheel mixing primary & secondary colours to make tertiary colours & begin to explore complimentary colours. c) Suggest & use different types of brushes for specific purposes eg colour wash,	a) Confidently control types of marks made & experiment with different effects & textures Inc. blocking in colour, washes, thickened paint creating textural effects. b) Use light & dark within painting & demonstrate understanding of complimentary colours. c) Mix colour, shades & tones with increasing confidence. d) Begin to use more specific colour language eg tint, tone, shade, hue.	a) Apply previous knowledge of colours to create atmosphere & light effects & mix colour, shades & tones with confidence. b) Use brush techniques & the properties of a painting media or surface to create interest (sawdust, glue, shavings, sand & painting on different surfaces). c) Explore texture of paint (very wet & thin, thick & heavy –add PVA). Consider artists' use of colour & application of it. d) Begin to evaluate artist use of colour & style to develop a style of their own.	a) Work in a sustained & independent way to develop their own style of painting. b) Purposely control the types of marks made & experiment with different techniques & media. c) Apply previous knowledge to mix colour, shades & tones with increasing confidence, understanding which works well in their work & why. d) Use texture & colour & techniques to add interest & meaning to their work. e) Evaluate artist use of colour & style to continue to develop a style of their own.

				thick & thin brushes. d) Begin to explore different techniques eg applying colour using dotting, scratching, splashing.	e) Demonstrate understanding to select different types of media & tools for specific purposes eg colour wash, thick & thin brushes. Acrylic, watercolour, brusho.		
Sculpting (6)	a) Enjoy a range of malleable media such as clay, papier Mache, Salt dough. b) Manipulate malleable media in a variety of ways including rolling, kneading & shaping. c) 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.	a) Continue to manipulate malleable materials in a variety of ways including rolling, pinching & kneading & start to experiment with carving & marking. b) Begin to use tools & equipment safely & in the correct way. c) Select & use materials to make objects for a purpose eg creating a junk model. d) Use a range of simple decorative techniques: applied, impressed, painted, etc.	a) Manipulate malleable materials with confidence & use to shape & model materials for a purpose, eg thumb pot, simple coil pot, tile, b) Use equipment & media with increasing confidence, safely & in the correct way. c) Begin to recognise properties of materials & have an awareness of natural & man made forms. d) Use a range of simple decorative techniques: applied, impressed, painted, etc. in a considered way.	a) Use equipment & media with confidence, appropriately & safely. b) Model materials for a purpose & can start to produce larger ware using pinch/ slab/ coil techniques. c) Demonstrate understanding of how to connect two parts successfully in a way appropriate to the material. d) Produce more intricate surface patterns/ textures & use them when appropriate. e) Begin to understand the qualities & potential of	a) Work in a safe & organised way, using equipment safely & appropriately. b) Begin to learn how to secure work to continue later. c) Plan, design, make & adapt models & explain why. d) Understand the qualities & potential of materials & explain why they may be used. e) Model over an armature: newspaper/junk/wire frame for Modroc or similar. f) Demonstrate understanding of different adhesives & methods of construction.	a) Continue to work in a safe & organised way, selecting & using a wider range of equipment safely & appropriately. b) Show experience in combining pinch, slabbing & coiling to produce end pieces. c) Apply previous knowledge to understand why a material may be used. d) Develop understanding of different ways of finishing work: glaze, paint, polish. e) Confidently & successfully join work. f) Begin to use language appropriate to skill & technique.	a) Apply the knowledge that they have acquired of tools, techniques & materials to work in a safe & organised way, developing their own style. b) Plan, design, make & adapt models & explain why. c) Work directly from observation or imagination with confidence. d) Solve problems as they occur making reasoned judgements to reach a conclusion. e) Develop experience in modelling over an armature: newspaper/junk/wire frame for Modroc or similar. f) Discuss & evaluate own work & other sculptural forms in the environment both manmade & natural eg furniture, buildings, s& dunes, cliffs.

				materials & suggest why they may be used.			

Design & Technology (DT1/1a – DT4/5b)

Year Group	FSU	1	2	3	4	5	6
	Explorers	Gatherers		Explainers		Evaluators	
Designing & Communicating (1)	a) Safely use and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	a) **Recognise** other forms of design and discuss as a group. b) **Describe** it to others through talking and drawing.	a) **Recognise** other forms of design and research existing products as a group. b) **Describe** product and its potential users through talking and drawing.	a) Research a project for a particular purpose, establish criteria for the project and **suggest** ideas from previous knowledge. b) **Demonstrating understanding** of their design and target group through **creating** annotated drawings, discussions with others and **reasoning** to develop their ideas.	a) Research a project, establishing criteria and considering the purpose of the project for which they are designing. b) **Demonstrating understanding** of their design and target group through **creating** annotated drawings (showing different views and features), discussions with others and **reasoning** to develop their ideas.	a) Generate ideas through group discussion, previous knowledge and research to **reach informed judgements** that a product is fit for intended purpose. b) **Apply** knowledge of designing to create and develop annotated and exploded drawings to **reach intended conclusions** of product type and its intended user/s.	a) Generate ideas through group discussion, previous knowledge and research to **reach informed judgements** that a product is fit for intended purpose. b) **Apply** knowledge of designing to create and develop annotated drawings and exploded drawings to **reach intended conclusions** of an innovative product type and its intended user/s.
Making & Technical Knowledge (2)	a) Safely use and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	a) **Select** materials and tools needed to make their design. b) **Recall** how to use tools safely and appropriately.	a) **Select** materials and tools needed from a wider range to make their design. b) **Recall** how to use tools safely and appropriately.	a) **Explain** their selection of appropriate tools and materials from selection available b) **Demonstrate understanding** of safe use of tools.	a) **Explain** their selection of appropriate tools and materials from selection available. b) **Demonstrate understanding** of safe use of tools.	a) **Justify** their selection of appropriate tools and materials from a wider selection available. b) **Apply** previously learnt safety when using tools.	a) **Justify** their selection of appropriate tools and materials from a wide selection available including components for openings and hinges etc b) **Apply** previously learnt safety when using tools

		c) Mark and cut a range of materials with help. c) Join materials together in a secure and appropriate way.	c) Mark and cut a range of materials with more independence. c) **Recognise** how to join materials together in a secure and appropriate way.	c) Measure, mark and cut out with some assistance using appropriate techniques. c) Construct solid structure using appropriate methods. d) **Demonstrate understanding** that they may need to change things if this improves on their initial design. e) Use suggested finishing techniques appropriately to protect and improve the appearance of their project.	c) Measure, mark and cut out with some independence using appropriate techniques. c) Construct solid structure with some accuracy, **suggesting** both temporary and permanent methods such as clamps/glue and screws/nails. d) **Suggest** ways that their design may need to be modified as they build things if this improves on their initial design. e) **Suggest** finishing techniques and use appropriately to protect and improve the appearance of their project.	c) Measure, mark and cut out with increased independence using appropriate techniques. c) Construct solid structure with increasing accuracy, **applying** understanding of temporary and permanent methods such as clamps, glue, screws and nails. d) **Evaluate** their design as they work, making changes if this improves initial design. e) **Justify** appropriate finishing techniques to protect and improve the appearance of their project.	c) Measure, mark and cut out with independence using appropriate techniques. c) Construct solid structure with accuracy, suggesting both temporary and permanent methods such as clamps, glue, screws and nails and demonstrating why they are used. d) **Evaluate** their design as they work and make changes if this improves initial design. e) **Justify** appropriate finishing techniques to protect and improve the appearance of their product and achieve a quality product that is fit for purpose.
Evaluating (3)	a) Share their creations, explaining the process they have used.	a) **Describe** changes made b) **Describe** what they would have done differently, if anything.	a) **Describe** changes made and **recall** why changes were made. b) **Describe** what they would have done differently, if anything.	a) Look at the project against their original design and **explain** how it was changed and why changes were made b) S**uggest** how to improve their product.	a) Look at the project against their original design and **explain** how it was changed and why changes were made b) S**uggest** how to improve their product.	a) **Critique** the project against their original design and **justify** changes were made b) Suggest how to improve the product and **hypothesise** on the effectiveness of these changes.	a) **Critique** the project against their original design and **justify** changes were made b) Suggest how to improve the product and **hypothesise** on the effectiveness of these changes.

		c) Evaluate their product by **describing** how well it works and comparing it to their original design.	c) Evaluate their product by **describing** how well it works, and **comparing and contrasting** it to their original design.	c) **Demonstrate an understanding** of whether their product is fit for the purpose intended	c) **Demonstrate an understanding** of whether their product is fit for the purpose intended	c) **Reach informed conclusions** when **evaluating** whether their product is fit for the purpose intended	c) **Reach informed conclusions** when **evaluating** whether their product is fit for the purpose intended
Cooking (4)	a) Use a range of small tools.		a) Understand where food comes from b) Use the basic principles of a healthy diet and varied diet to prepare dishes			a) Understand and **apply** the principles of a healthy and varied diet, seasonality and how food is grown, reared, caught and processed. b) Prepare, cook predominantly savoury dishes using a range of cooking techniques.	

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 work 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 work 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:

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 work 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	1. Explain a piece of work 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 work 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 work 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 (F1/FSUa - F5/6b)

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

Writing (4)		- -		a) Write or copy simple words/symbols correctly: -personal info (eg age) -numbers -colours -names of fruit	a) Write 1 or 2 short sentences with support (eg a model or cloze): -describe animals -introduce family b) Begin to spell commonly used words correctly	a) Write a few short sentences with support using already learnt -describe planets -simple note/message -hobbies b) Spell words that are readily understandable	a) Write a short text on familiar topic, adapting language already learnt b) Spell commonly used words correctly
Intercultural Understanding (5)	a) ELG: They know about similarities and differences between themselves and others, and among families, communities and traditions.	a) Understand that people speak different languages in different countries. b) Explore an aspect of a different culture eg Chinese New Year or Diwali.	) Understand that people speak different languages in different countries. b) Explore an aspect of a different culture eg Chinese New Year or Diwali.	a) Understand & respect people/places in the world are different to me & where I live b) Understand that people speak a different language to my own	a) Identify similarities & differences in my culture to another b) Talk about celebrations in other cultures & know about daily life in countries different to mine (eg Easter)	a) Respect & understand cultural diversity b) Understand how symbols, objects & pictures can represent a country	a) Talk about, discuss & present info about a particular country's culture b) Begin to understand more complex issues which affect countries in the world today
Vocab		Bonjour Merci	Bonjour, Au Revoir, Merci	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*	
			Working Scientifically (1)			
Explore the natural world around them, making observations.	Ask simple questions and **recognise** that they can be answered in different ways **Observe** closely, using simple equipment performing simple tests **Identify** and **classify** **Select/recall** information from observations and ideas to suggest answers to questions gather and record data to help in answering questions.		**Suggest** relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, **comparative** and fair tests Systematically and carefully **observe** and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, **record, classify** and present data in a variety of ways to **explain** the answers to questions Record and **explain** findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables **Explain** findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, **suggest** improvements and **create** further questions **Identify** differences, similarities or changes **demonstrating understanding** of simple scientific ideas and processes Use straightforward scientific evidence to **suggest** answers questions or to **explain** their findings.		**Suggest** and plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate to **justify** conclusions **Record** data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs **Apply** knowledge from test results to make predictions to **hypothesise** further comparative and fair tests Report and present findings from enquiries; **reach informed conclusions** **Identify** causal relationships and **evaluate** the degree of trust in results through oral and written forms such as displays and other presentations Use evidence to **justify** conclusions. **identify** and **evaluate** scientific evidence that has been used to justify or refute ideas or arguments.	

Explore the natural world around them, making observations and drawing pictures of animals and plants.	Plants **Identify** a variety of common wild and garden plants, including deciduous and evergreen trees. **Identify** and **describe** the basic structure of a variety of common flowering plants, including trees . **Observe** and **describe** how seeds and bulbs grow into mature plants. **Observe** and **describe** how plants need water, light and a suitable temperature to grow and stay healthy.	Living things & their habitats **Categorise** and **compare** things that are living, dead, and things that have never been alive. **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. **Identify** a variety of plants and animals in their habitats, including micro-habitats. **Describe** how animals obtain their food from plants and other animals, **sequence** a simple food chain and **identify** different sources of food.	Plants **Identify** and **describe** the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. **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. **Observe** and **explain** the way in which water is transported within plants. **Recognise and describe** the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Living things & their habitats **Recognise** that living things can be **classified** in a variety of ways. **Demonstrate understanding** of and use classification keys to help **sort** and **identify** a variety of living things in their local and wider environment. **Explain** how environments can change and that this can sometimes pose dangers to living things, **suggesting reasons** why.	Living things & their habitats **Describe** the differences in the life cycles of a mammal, an amphibian, an insect and a bird. **Describe** the life process of reproduction in some plants and animals	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. **Suggest** reasons for classifying plants and animals based on specific characteristics
Explore the natural world around them, making observations and drawing pictures of animals and plants.	Health & Growth **Recognise** that animals, including humans, have offspring that grow into adults. **Identify** and **describe** the basic needs of animals, including humans, for survival	Animals, Including humans **Identify** and **sort** a variety of common animals including fish, amphibians, reptiles, birds and mammals. **Identify** and **classify** a variety of common	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	Animals, Including humans **Describe** the simple functions of the basic parts of the digestive system in humans. **Identify** the different types of teeth in humans and **explain**	Animals, Including humans **Describe** the changes as humans develop to old age, **suggesting reasons** for these changes.	Animals, Including humans **Identify** the main parts of the human circulatory system; **describe and explain** the functions of the heart, blood vessels and blood.

	(water, food and air). **Describe** the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	animals that are carnivores, herbivores and omnivores. **Describe** and **compare** the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). **Identify**, draw and label the basic parts of the human body and **recognise** which part of the body is associated with each sense.	from what they eat. **Recognise** that humans and some other animals have skeletons and muscles and **explain** that they provide support, protection and movement.	their simple functions. **Identify** and **explain** a variety of food chains, identifying producers, predators and prey. **Create** food chains, **demonstrating an understanding** of the transfer of energy.		**Evaluate** the impact of diet, exercise, drugs and lifestyle on the way their bodies function. **Demonstrate understanding** of the ways in which nutrients and water are transported within animals, including humans.
Understand some important processes and changes in the natural world around them including the seasons and changing states of matter.	Properties of Materials **Recall** names for objects and **identify** the materials from which they are made (distinguishing between the two). **Identify** a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. **Describe** the simple physical properties of a variety of everyday materials. **Compare, contrast** and **categorise** a variety of everyday materials on the basis of their simple physical properties.	Changing materials **Identify** and **compare** the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. **Observe** how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Rocks **Compare** and **categorise** different kinds of rocks on the basis of their appearance and simple physical properties. **Explain** in simple terms how fossils form when things that have lived are trapped within rock. **Demonstrate understanding** that soils are made from rocks and organic matter.	States of Matter **Categorise** materials, according to whether they are solids, liquids or gases. **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.** **Identify** the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Properties & Changes of Materials **Compare** and **categorise** everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. **Demonstrate understanding** that some materials will dissolve in liquid to form a solution, and **explain** how to recover a substance from a solution. **Apply** knowledge of	Evolution & Inheritance **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. **Recognise** that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. **Explain** how animals and plants are adapted to suit their environment in different ways and

					solids, liquids and gases to **evaluate** how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, **applying** evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. **Demonstrate understanding** that dissolving, mixing and changes of state are reversible changes. **Explain** that some changes result in the formation of new materials, and that this kind of change is not usually reversible,	suggest reasons why that adaptation may lead to evolution.
			Forces & Magnets **Compare** how things move on different surfaces and **suggest reasons** why. **Observe** that some forces need contact between two objects, but magnetic forces can act at a distance. **Observe** how magnets attract or repel each	Sound **Identify** how sounds are made, associating some of them with something vibrating. **Recognise** that vibrations from sounds travel through a medium to the ear. **Observe** and **identify** patterns between the pitch of a sound and	Forces **Explain** that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. **Identify** the effects of air resistance, water resistance and friction that act between moving surfaces.	

			other and attract some materials and not others. **Compare** and **categorise** a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials. **Describe** magnets as having two poles. **Suggest** a line of enquiry to demonstrate whether two magnets will attract or repel each other, depending on which poles are facing.	features of the object that produced it. **Observe** and **identify** patterns between the volume of a sound and the strength of the vibrations that produced it. **Explain** why sounds get fainter as the distance from the sound source increases.	**Recognise** that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	
Understand some important processes and changes in the natural world around them including the seasons and changing states of matter.	Seasonal Changes & Light **Observe** changes across the four seasons.	Season Changes **Observe** and **describe** weather associated with the seasons and how day length varies.	Light **Demonstrate understanding** that they need light in order to see things and that dark is the absence of light. **Observe** that light reflects from surfaces. **Recognise** that light from the sun can be dangerous and **suggest** ways to protect their eyes. **Recognise** and **explain** how shadows form when the light from a light source is blocked	.	Space **Describe** the movement of the Earth, and other planets, relative to the Sun in the solar system. **Describe** the movement of the Moon relative to the Earth. **Describe** the Sun, Earth and Moon as approximately spherical bodies. **Apply knowledge** of the Earth's rotation to	Light **Explain** that light appears to travel in straight lines. **Apply** knowledge that light travels in straight lines to **explain** that objects are seen because they give out or reflect light into the eye. **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.

			by a solid object. **Explain** why the size of shadows change and **describe** patterns observed.		explain day and night and the apparent movement of the sun across the sky	**Apply** knowledge that light travels in straight lines to **explain** why shadows have the same shape as the objects that cast them.
				Electricity **Identify** common appliances that run on electricity. **Create** a simple series electrical circuit, **identifying** its basic parts, including cells, wires, bulbs, switches and buzzers. **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. **Explain** how a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. **Recognise** some common conductors and insulators, and associate metals with being good conductors		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. **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. **Apply** recognised symbols when representing a simple circuit in a diagram.

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

Relationships Education – what pupils should know		FS U	1/2	3/4	5/6
Families and people who care for me (FPC)	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)	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)	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)	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)	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.				
	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.				
Physical Health and Mental Wellbeing – what pupils need to know		FS U	1/2	3/4	5/6
Mental Wellbeing (MW)	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)	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)	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)	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)	1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.				
Health and prevention (HP)	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.				
	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)	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)	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.				

P.E. We use the Real PE scheme

Yr	FSU	1	2	3	4	5	6
	Explorers	*Gatherers*		*Explainers*		*Evaluators*	

Gymnastics Progression of Skills

real gym

create development

Progression of Skills

Shape Flight Balance Travel Rotation

	FSU Real PE	Year 1 Real PE	Year 2 Real PE	Year 3 Real PE	Year 4 Real PE	Year 5&6 Real PE	
							
Skills (2)	*Physical Development: Negotiate spaces and obstacles safely with consideration of themselves and others.* *Physical Development:* Demonstrate strength, balance and co-ordination when playing. Move energetically such as running, skipping, jumping, dancing, hopping and climbing	**Participate in team games.** **Perform dances using simple movement patterns**.	**Participate in team games, developing simple tactics for attacking and defending** (Tag rugby, tennis) **Perform dances using simple movement patterns**.	**Play competitive games** (football, tennis, tag rugby) **Perform dances using a range of movement patterns**	**Play competitive games** (netball, football, tennis) **and apply basic principles suitable for attacking and defending** **Perform dances using a range of movement patterns**	**Play competitive games** (handball, cricket, tennis) **and apply basic principles suitable for attacking and defending** **Perform dances using a range of movement patterns**	**Play competitive games, modified where appropriate** (handball, cricket, tennis) **and apply basic principles suitable for attacking and defending** **Perform dances using a range of movement patterns**
Swimming (3)				a) Pupils **swim at least 25m** (ideally 100m) competently, confidently & proficiently b) Pupils **use a range of strokes efficiently** (eg front crawl, backstroke and breaststroke.) c) Pupils **perform safe self-rescue** in different water-based situations.		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.	

Real PE starts and ends with assessment so that we can measure progress throughout each half term. This provides a check that our methods and approaches are working. The assessment wheel supports assessment of learning; summarising where we are, keeping historical records to show where we were, enabling us to celebrate our efforts and feel proud of our progress. It also supports assessment for learning by giving us information to deepen, strengthen or accelerate learning, improves our understanding of our

learners and helps us engage them in the process and when used well, can inform our planning, provides us with a better focus, allows us to ask better questions and have more relevant conversations with our pupils. The assessment wheel provides us with whole class assessments for each cog (personal, social, creative, health and fitness, cognitive, co-ordination, balance, agility and applying physical skills) as well as the ability to add more precise information about individual children in order to record their strengths or areas of improvement. The assessment wheel is started in EYFS and continued throughout school until Year 6 to show progress throughout the child's primary school life.

Religious Education (RE1/FSUa – RE6/6c

Year Group	FSU	1	2	3	4	5	6
Explorers		Gatherers		Explainers		Evaluators	
Make sense of a range of religious beliefs (1)	a) Make comments about what they have heard. (U) b) Express their ideas and feelings about experiences using full sentences including past, present and future tenses. (S)	a) 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) b) Give examples of how stories show what people believe (eg Christian idea that God is a forgiving Father – Prodigal Son Parable) c) Give clear, simple accounts	a) 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) b) Give examples of how stories show what people believe (eg the events of Holy Week and the idea of Jesus rescuing people) c) Give clear, simple accounts of	a) Explain the core beliefs and concepts studied (Genesis 1 story as the beginning of the Bible's Big Story (2.1) b) 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) c) Suggest what texts/sources of	a) Explain the core beliefs and concepts studied (Holy Week – Christian belief that Jesus came to rescue or save people 2.5) b) Make clear links between texts/sources of authority and the key concepts studied (eg beliefs about love, commitment and promises 2.11 c) Suggest what texts/sources of	a) Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions (eg different types of text 2.1) b) 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)	a) Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions (eg Genesis 1) b) Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority (eg Genesis 1)

		of what stories and other texts mean to believers (eg in 'World and Others' unit – everyone being unique and valuable)	what stories and other texts mean to believers (eg recognise that Jesus gives instructions about how to behave)	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)	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)		
Understand the impact and significance of religious and non-religious beliefs (2)	a) Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. (UW) b) Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what ash been read in class. . (UW)	a) 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) b) Give examples of ways in which believers put their beliefs into practice (eg how people show they care for the world)	a) Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg describe what Christians do at Christmas) b) Give examples of ways in which believers put their beliefs into practice (eg by giving to charity and saying sorry 1.4)	a) 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) b) Explain how people show their beliefs in how they worship and in the way they live	a) Make simple links between stories, teachings and concepts studied and how people live, individually and in communities (eg beliefs about love and commitment 2.11) b) 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)	a) Make clear connections between what people believe and how they live, individually and in communities (eg through how Cathedrals are designed 2.1) b) 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)	a) Make clear connections between what people believe and how they live, individually and in communities (eg Christians' actions during Holy Week) b) 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)

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied (3)	a) Explain some similarities and differences between life in this country and life in other countries. (UW)	b) Think, talk and ask questions about whether the ideas they have been studying, have something to say to them. b) Give a good reason for the views they have and the connections they make (eg why everyone should care for the world)	a) 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) b) 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)	a) 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) b) 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)*	a) 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) b) 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*)*	a) Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (eg believers and atheists) b) 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). c) 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 their own and giving good reasons for the views they have and the connections they make (beliefs about the Messiah 2.3).	a) 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) b) 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). c) 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 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	Hinduism (Diwali) a)	Judaism a) Identify core beliefs and concepts studied	Islam a) Identify core beliefs and concepts studied	Hinduism a) Explain the core beliefs and concepts studied (eg explain how	Islam a) Explain the core beliefs and concepts	Hinduism a) Identify and explain the core beliefs and concepts studied,	Judaism a) Identify and explain the core beliefs and concepts studied,

of religious beliefs (4)	b) Chinese New Year	and give a simple description of what they mean (eg recognise the words of the Shema as a Jewish Prayer) b) Give examples of how stories show what people believe (eg Shabbat and how this celebration reminds Jews about what God is like)	and give a simple description of what they mean (eg recognise the words of the Shahadah) b) Describe how stories show what people believe (eg stories of the prophet showing what Muslims believe about Muhammad)	Hindu deities help Hindus describe God) b) 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 c) 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)	studied (eg beliefs about God) b) Make clear links between texts/sources of authority and the key concepts studied (eg how Muslims submit to God) c) 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)	using examples from sources of authority in religions (eg explain key Hindu beliefs) b) Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts c) 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)	using examples from sources of authority in religions b) Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts c) Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority
Understand the impact and significance of Religious and non-religious beliefs (5)	a) Show sensitivity to their own and to other's needs. (PSED)	a) Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg how Jews celebrate Shabbat, Sukkot) b) Give examples of ways in which believers put their beliefs into practice (eg how Jews remember	a) 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) . b) Give examples of ways in which believers put their beliefs into practice (eg putting beliefs about	a) 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) b) Explain how people show their beliefs in how they worship and in the way they live (eg puja in the home)	a) Make simple links between stories, teachings and concepts studied and how people live, individually and in communities (eg prayer, fasting and celebrating) b) Explain how people show their beliefs in how they worship and in the way they live (eg zakah	a) Make clear connections between what people believe and how they live, individually and in communities (eg dharma, karma etc and the way Hindus live) b) Using evidence and examples, reach conclusions why people put their beliefs into practice in	a) Make clear connections between what people believe and how they live, individually and in communities (eg treatment of the Torah) b) Using evidence and examples, show how and why people put their beliefs into practice in different ways, eg in different

		God in different ways - mezuzah/ Shabbat).	prayer into action/how Muslims tread the Qur'an).			different ways, eg in different communities, denominations or cultures	communities, denominations or cultures (eg difference between orthodox and progressive Jewish practice)
Make connections between religious and non-religious beliefs, concepts, practices and ideas studied (6)	a) Explain some similarities and differences between life in this country and life in other countries. (UW)	a) 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?)	a) 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)	a) 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) b) 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*)*	a) 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) b) 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*)*	a) Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people. b) 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) c) 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	a) Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people. b) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. c) 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.	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.

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 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?)

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 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)

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)

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:

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:

Expectations of our Year 6 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 different 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	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 (H1/1a – H7/6b)

Yr	FSU	1	2	3	4	5	6
	Explorers	*Gatherers*		*Explainers*		*Evaluators*	
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 (1)	a) Understand the past through settings, character and events encountered in books read in class and storytelling. b) Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.	a) Begin to develop an awareness of the past through observing and describing personal experience and stories	a) Develop an awareness of the past through observing and describing the recorded experiences of others	a) Using scaffolds to support, write an account to describe and explain a historical event, using evidence.	a) Begin to write an account to describe and explain a historical event, using evidence.	a) Write accounts to describe and explain historical events and begin to use evidence to form reasoned judgements/ conclusions.	a) Write accounts to describe and explain historical events, using evidence to form reasoned judgements/ conclusions.
		b) 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 in discussion.	**b) Use a wide vocabulary of everyday historical terms in discussion and starting to in written work**	**b) Begin to select appropriate language from a range of historical vocabulary in verbal and written work.**	**b) Select appropriate language from a range of historical vocabulary in verbal and written work.**	**b) Begin to demonstrate an understanding of the appropriate use of historical language and vocabulary in verbal and written work.**	**b) Consistently demonstrate an understanding of the appropriate use of historical terms in verbal and written work.**
			c) Use common words and phrases relating to the passing of time to compare and contrast periods of time in written work and discussion	c) Begin to demonstrate an understanding of the appropriate use of historical terms	c) Demonstrate an understanding of the appropriate use of historical terms	c) Create clear narratives within a given period explaining how and why they existed, using evidence to justify.	c) 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 (2)		**a) Show curiosity about the past, selecting questions to ask**	**a) Ask and answer questions, selecting and using parts of stories and other sources to show that they know and understand key features of events.**	**a) Begin to suggest lines of enquiry based on artefacts or historical events.**	**a) Suggest lines of enquiry based on artefacts or historical events.**	**a) Begin to respond to and sometimes create historical questions about change, cause, similarity and difference and significance.**	**a) Respond to and sometimes create historical questions about change, cause, similarity and difference and significance.**
				b) Begin to create thoughtful responses that involve selecting and categorising relevant historical information	b) Create thoughtful responses that involve selecting and categorising relevant historical information	b) Begin to reach informed conclusions that involve thoughtful selection and organisation of historical knowledge	b) Reach informed conclusions that involve thoughtful selection and organisation of historical knowledge.
How we know what happened in the past (3)		a) Recognise some of the ways in which we find out about the past	a) Recognise some of the ways in which we find out about the past and identify different ways in which it is represented.	a) 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.	a) 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.	a) Begin to demonstrate an understanding of methods for historical enquiry; how evidence is used to make historical claims.	a) Demonstrate an understanding of methods for historical enquiry; how evidence is used to make historical claims.
				b) Begin to suggest and reason why different people may have given differing accounts of the same historical event.	b) Suggest and reason why different people may have given differing accounts of the same historical event.	b) Begin to empathise in order to consider the view point of each person.	b) Empathise in order to consider the view point of each person.
Order events from the past (4)		**a) 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**	**a) Recognise and identify where the people and events they study fit within a chronological framework that is beyond their own experiences**	**a) Recall and sequence significant periods in British history, identifying BC and AD eras.**	**a) Recall and sequence time periods studied, demonstrating understanding of BC and AD eras.**	**a) Recall and sequence periods studied on a world history timeline.**	**a) Demonstrate an understanding of and sequence significant historical events and periods studied fit on a world history timeline.**

		grandparents, parents etc.					
Difference and change over time (5)		**a) Recognise that things change with the passing of time within their own experience.**	**a) Identify, compare and contrast ways of life in different periods**	**a) Begin to create (synthesise) and respond to historical questions about change, cause, similarity and difference.**	**a) Create (synthesise) and respond to questions about change, cause, similarity and difference**	**a) Begin to identify some connections, contrasts and trends over time, reaching informed conclusions suggesting reasons as to how and why.**	**a) Identify some connections, contrasts and trends over time, reaching informed conclusions as to how and why.**
		b) Categorise objects/images from the past and present	b) Categorise wider range of objects/images from the past and present	**b) Begin to recognise some connections, differences and patterns over time and explain why they may exist.**	**b) Recognise some connections, differences and patterns over time and explain why they may exist.**	**b) Continue to recognise some connections, differences and patterns over time and explain why they may exist.**	**b) Begin to evaluate different accounts of the same historical events to form reasoned judgements about their importance/ validity.**
		c) Begin to describe thoughts and recall stories through pictures, words, role play and construction.	c) Describe thoughts and recall stories through pictures, words, role play and construction				
Why some events from the past are significant (6)		a) Begin to recognise that some events in the past change people's lives, e.g. someone invents the plane then people can fly	a) 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.	a) 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.	a) 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	a) Begin to form reasoned judgements about decisions made in the past and their impact on the world today.	a) Form reasoned judgements about decisions made in the past and their impact on the world today.
						b) Begin to hypothesise, using evidence, how our actions may impact tomorrow's world.	b) Hypothesise, using evidence, how our actions may impact tomorrow's world.
How the past may affect our lives today (7)				a) Begin to express thoughts and opinions about historical events and their impact, through summarising key points and ideas.	a) Express thoughts and opinions about historical events and their impact, through summarising key points and ideas.	a) Begin to understand and evaluate the impact/ legacy of periods studied on the UK/world	a) Understand and evaluate the impact/ legacy of periods studied on the UK/world b) 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:

1. 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 in discussion
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.

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 in discussion and start to in written work
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 work
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

Expectations of our Year 6 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. Continue to recognise some connections, differences and patterns over time and explain why they may exist.	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. 6. Begin to evaluate different accounts of the same historical events to form reasoned judgements about their importance/ validity.

Geography (G1/FSUa - G4/6c)

Yr	FSU	1	2	3	4	5	6
	Explorers	*Gatherers*		*Explainers*		*Evaluators*	
Countries and continents (1)	a) Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	a) **Begin to use world maps and globes to identify the United Kingdom and its countries** b) Use a map of the UK to identify the area where they live	a) **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)**	a) **Begin to use maps, atlases, globes and digital/computer mapping to identify continents and countries.**	a) **Use maps, atlases, globes and digital/computer mapping to identify continents and countries.**	a) **Begin to apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and begin to describe features studied**	a) **Apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and describe features studied**
Places and features **Directions and locations (2)**	a) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.	a) **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** b) **Begin to describe the location of features and routes on a map** c) Devise a simple map (story based) and select basic symbols to use in a key.	a) **Recognise simple compass directions (N, S, E & W) and locational and directional language [for example, near and far; left and right].** b) **Describe the location of features and routes on a map** c) 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	a) **Recognise the four points of a compass and use them to identify locations and give directions** b) **Demonstrate understanding of two -figure grid references to identify locations and give direction** c) **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)**	a) **Begin to demonstrate understanding of the eight points of a compass and use them to identify locations and give directions** b) **Begin to demonstrate understanding of four -figure grid references to identify locations and give directions** c) **Recognise symbols and key (including use of OS Survey maps) to build knowledge of places in the UK by identifying locations and key**	a) **Demonstrate understanding of the eight points of a compass and apply this to compare locations and give directions using maps of the local area** b) **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.** c) **Recognise symbols and keys (including use of OS Survey maps) to build knowledge of places**	a) **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.** b) **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).** c) **Recognise symbols and keys (including the use of Ordnance Survey maps) to build knowledge of places with/in the UK and**

				d) Begin to identify the position of the equator, hemispheres and tropics. e) 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.	**features (human and physical)** d) Identify the position of the equator, hemispheres and tropics. e) Select features to suggest reasons for particular development, eg building development close to rivers.	**with/in the UK and locations studied, comparing and contrasting physical and human features including contour lines.** d) Begin to identify the position and significance of lines of latitude and longitude, Greenwich Meridian and time zones. e) Use features identified to begin justifying reasons for development, eg contour lines to suggest whether roads/homes could be built.	**locations studied, comparing and contrasting physical and human features including contour lines.** d) identify the position and significance of lines of latitude and longitude, Greenwich Meridian and time zones. e) 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.
Differences & similarities between places **How and why places have particular features** **Places, climates, features and landscapes**	a) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.	a) Use simple fieldwork and observational skills to study 'personal geographies' (identify where their house/school is, who lives/works there, type of building, what it is near/next door & across the road, what weather is like, nearby features such a river, sea, hill, wood/forest,fields). b) **Compare personal**	a) Be able to classify human and physical features b) Use aerial photographs and plan perspectives to recognise, compare and contrast landmarks and basic human and physical features in Appledore and Indian village. c) **Use simple fieldwork and observational skills to compare the geography of the**	a) Begin to recognise and be able to classify human and physical features within the landscapes studied. b) Begin to suggest reasons for the development of human features. **c) Begin to be able to compare two contrasting locations, using their human and physical features, climate and global**	a) Recognise and be able to classify human and physical features within the landscapes studied. b) Suggest reasons for the development of human features. c) **Be able to compare two contrasting locations, using their human and physical features, climate and global position to explain their differences.**	a) Begin to use maps and data to record observations from enquiries beyond the local area b) **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.** c) Begin to interpret maps and data presenting results	a)Use maps and data to record observations from enquiries beyond the local area b) **Compare two different locations, looking at their human and physical features and reach informed conclusions as to how and why they are different.** c) Interpret maps and data presenting results from fieldwork in a wider global context.

Maps and data **(3)**		**geography to someone else's, identifying features that are similar and different.** c) Begin to identify seasonal and daily weather patterns in the UK. d) Locate the north and south pole	**key human and physical features of Appledore and Indian village.** d) Identify seasonal and daily weather patterns in the UK. Locate hot and cold places in relation to the poles and equator.	**position to explain their differences** d) 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.	d) 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.	from fieldwork in a wider global context.	
Using evidence (4)				a) 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.	a) 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 b) 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. c) Be able to summarise the key	a) 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. b) Begin to hypothesise scenarios that could impact positively/ negatively on these people, beginning to demonstrate the ability to empathise. c) Begin to make reasoned judgements about decisions made and critique those of others, justifying judgements made.	a) 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. b) Hypothesise scenarios that could impact positively/negatively on these people, demonstrating the ability to empathise. c) Make reasoned judgements about decisions made and critique those of others, justifying judgements made.

					reasons for the decisions 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 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.

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 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.

Appendix

Curriculum Map

Year 2

core real PE®

create development

Multi-ability Cog Focus & Learning Journeys ◆ Exceeding ■ Expected ▲ Working towards	Weeks	Fundamental Movement Skill Focus
Unit 1 – Personal ● I know where I am with my learning and I have begun to challenge myself ◆ ● I try several times if at first I don't succeed and I ask for help when appropriate ■ ● I can follow instructions, practise safely and work on simple tasks by myself ▲	1-3	Coordination: Footwork **(FUNS Station 10)**
	4-6	Static Balance: One Leg **(FUNS Station 1)**
Unit 2 – Social ● I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas ◆ ● I can help praise and encourage others in their learning ■ ● I can work sensibly with others, taking turns and sharing ▲	7-9	Dynamic Balance to Agility: Jumping and Landing **(FUNS Station 6)**
	10-12	Static Balance: Seated **(FUNS Station 2)**
Unit 3 – Cognitive ● I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement ◆ ● I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well ■ ● I can understand and follow simple rules and can name some things I am good at ▲	13-15	Dynamic Balance: On a Line **(FUNS Station 5)**
	16-18	Static Balance: Stance **(FUNS Station 4)**
Unit 4 – Creative ● I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression ◆ ● I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme ■ ● I can explore and describe different movements ▲	19-21	Coordination: Ball Skills **(FUNS Station 9)**
	22-24	Counter Balance: With a Partner **(FUNS Station 7)**
Unit 5 – Applying Physical ● I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency ◆ ● I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed ■ ● I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together ▲	25-27	Coordination: Sending and Receiving **(FUNS Station 8)**
	28-30	Agility: Reaction/Response **(FUNS Station 12)**
Unit 6 – Health and Fitness ● I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down ◆ ● I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely ■ ● I am aware of why exercise is important for good health ▲	31-33	Agility: Ball Chasing **(FUNS Station 11)**
	34-36	Static Balance: Floor Work **(FUNS Station 3)**

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