	Year 3	Year 4	Year 5	Year 6
Term 1	**Forces and Magnets -** compare how things move on different surfaces -notice that some forces need contact between 2 objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having 2 poles -predict whether 2 magnets will attract or repel each other, depending on which poles are facing **Vocabulary** magnet magnetic force magnetic pole gravity surface poles attract repel push pull friction	**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 their simple functions **Vocabulary**: mouth tongue teeth oesophagus stomach small intestine herbivore carnivore canine incisor molar	**Earth and 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 -use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Vocabulary** Earth sun moon axis rotation day night phases of the moon Mercury Venus Earth Mars Jupiter Saturn Neptune Uranus constellation planet, gravity	**Light -** recognise that light appears to travel in straight lines -use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye -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 -use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them **Vocabulary** shadow refraction reflection light spectrum rainbow colour
Term 2	**Animals Including Humans** -identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -identify that humans and some other animals have skeletons and muscles for support, protection and movement **Vocabulary** invertebrates vertebrates hydrostatic skeleton, **muscles** deltoid pectoral biceps abdominal quadriceps facial, **nutrition** carbohydrates minerals vitamins fats proteins fibre water,	**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 -find patterns between the pitch of a sound and features of the object that produced it -find patterns between the volume of a sound and the strength of the vibrations that produced it -recognise that sounds get fainter as the distance from the sound source increases **Vocabulary** volume amplitude vibration pitch sound wave frequency vacuum sound proof cochlea ear drum	**Properties and changes in materials -** compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets -know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution -use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic -demonstrate 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, including changes associated with burning and the action of acid on bicarbonate of soda **Vocabulary** natural manmade permeable flexible absorbent dissolve reversible irreversible transparent opaque translucent Solid liquid gas permeable,	**Electricity** - associate the brightness of a lamp or the volume of a buzzer 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 -use recognised symbols when representing a simple circuit in a diagram **Vocabulary** current circuit voltage componants battery electrons lamp (bulb) - brightness switch filament insulator conductor static electricity
Term 3	**Rocks-** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter. **Vocabulary** - appearance properties, hard soft smooth rough shiny dull fossils Absorbant/not absorbant Sedimentary Rock Soil Organic matter, .	**Electricity** - identify common appliances that run on electricity -cons -construct a simple series electrical circuit, identifying and naming its -identify whether or not a lamp will light in a simple series circuit, bas -recognise that a switch opens and closes a circuit and associate th -recognise some common conductors and insulators, and associate **Vocabulary** battery (cell) wires current bulbs switches component buzzers circuit conductors insulators appliance	**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 -recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect **Vocabulary** Earth's gravitational pull weight mass friction resistance bouyancy stream lined mechanism gravity	
Term 4	**Plants -** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Vocabulary** air light water, nutrients soil reproduction transportation disperal Roots Stem Petals Leaves photosynthesis germination fertilisation pollination flowering, . **MRS GREN** Movement Reproduction Sensitivity Growth Respiration Excrement Nutrition, .	**States Of Matter -** compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **Vocabulary:** solid liquid gas evaporation condensation particles heat/ing freezing temperature thermometer solid solidify Ice melt freeze flow compress changing state heat cool warm/cool water vapour melting water cycle		**Evolution and inheritance -** recognise 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 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. . **Vocabulary** adaptation evolution ancestor characteristics traits finches fossils geology genetics inheritance reproduction offspring species natural history natural selection

Term 5	**Light** -recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by an opaque object -find patterns in the way that the size of shadows change **Vocabulary** **reflection** Shadow Opaque Safety	**Living Things And Their Habitats** - recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -recognise that environments can change and that this can sometimes pose dangers to living things **Vocabulary** vertebrates fish amphibians reptiles birds mammals invertebrates insects environment habitats	**Living Things and 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 **Vocabulary** **MRSNERG** Movement Respiration Sensitivity Nutrition Excretion Reproduction Growth Mammal Gestation	**Animals Including Humans -** identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -describe the ways in which nutrients and water are transported within animals, including humans **Vocabulary** circulatory heart blood vessels veins arteries oxygenated deoxygenated valve exercise respiration							
Term 6	**Vocabulary** - prediction investigation results observations findings conclude	**Vocabulary** - prediction Investigation results observations findings conclude	**Animals including humans - puberty-** describe the changes as humans develop to old age								
	Year 3	**Year 4**	**Year 5**	**Year 6**							
Working Scientifically	· asking relevant questions and using different types of scientific enquiries to answer them · setting up simple practical enquiries, comparative and fair tests · making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers · gathering, recording, classifying and presenting data in a variety of ways to help in answering questions · recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables · reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions · using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions · identifying differences, similarities or changes related to simple scientific ideas and processes · using straightforward scientific evidence to answer questions or to support their findings.	· asking relevant questions and using different types of scientific enquiries to answer them · setting up simple practical enquiries, comparative and fair tests · making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers · gathering, recording, classifying and presenting data in a variety of ways to help in answering questions · recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables · reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions · using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions · identifying differences, similarities or changes related to simple scientific ideas and processes · using straightforward scientific evidence to answer questions or to support their findings.	• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	· planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary · taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate · recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs · using test results to make predictions to set up further comparative and fair tests · reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations · identifying scientific evidence that has been used to support or refute ideas or arguments							

Science topic	Year 1	Science topic	Year 2	Science topic	Year 3	Science topic	Year 4	Science topic	Year 5	Science topic	Year 6
				Forces and magnets	Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe). **Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.**	**Electricity**	Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6. Note: pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity. **Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.**	**Forces**	Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. **Pupils might work scientifically by: exploring falling paper cones or cupcake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.**	**Electricity**	Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols. Note: pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity. **Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.**
Plants	Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. **They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.**	**Plants**	Pupils should use the local environment throughout the year to observe how plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants. Note: seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them. **Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.**	**Light**	Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change. Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses. **Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.**	**Sound**	Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways. **Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.**	**Earth and space**	Pupils should be introduced to a model of the sun and Earth that enables them to explain day and night. Pupils should learn that the sun is a star at the centre of our solar system and that it has 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has 1 moon; Jupiter has 4 large moons and numerous smaller ones). Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses. Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus. **Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.**	**Light**	Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions. **Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water, and coloured filters (they do not need to explain why these phenomena occur).**
Everyday Materials	Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. **Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? … for lining a dog basket? … for curtains? … for a bookshelf? … for a gymnast's leotard?'**	**Use of everyday materials**	Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. **Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.**	**Rocks**	Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment. **Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.**	**States of matter**	Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. Note: teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning. **Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.**	**Properties and changing materials**	Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton. Note: pupils are not required to make quantitative measurements about conductivity and insulation at this stage. It is sufficient for them to observe that some conductors will produce a brighter bulb in a circuit than others and that some materials will feel hotter than others when a heat source is placed against them. Safety guidelines should be followed when burning materials. **Pupils might work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.**	**Evolution and inheritence**	Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: at this stage, pupils are not expected to understand how genes and chromosomes work. **Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.**
Animals including humans	Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. **Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.**	**Animals including humans**	Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. **Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.**	**Animals including humans**	Pupils should **continue** to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. **Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy, and design meals based on what they find out.**	**Animals including humans**	Pupils should be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions. **Pupils might work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.**	**Animals including humans**	Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.	**Animals including humans**	Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. **Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.**

Seasonal Changes	Pupils should observe and talk about changes in the weather and the seasons. Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses. **Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.**	**Living things and their habitats**	Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'microhabitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. **Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions like: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (eg, grass, cow, human). They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there.**	**Plants**	Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. Note: pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens. **Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.**	**Living things and their habitats**	Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. Note: plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, for example ferns and mosses. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. **Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.**	**Living things and their habitats**	Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. **Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.**	**Living things and their habitats**	Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. **Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.**

	Year 3	Year 4	Year 5	Year 6
Term 1	Fitness, Tennis	Fitness, Tennis	Fitness, Tennis	Fitness, Tennis
Term 2	Tag Rugby, Fundamentals	Tag Rugby, Fundamentals	Tag Rugby, Dance	Tag Rugby, Yoga
Term 3	Gymnastics, Ball Skills	Gymnastics, Ball Skills	Gymnastics, Dodgeball	Gymnastics, Dodgeball
Term 4	Basketball, Dance	Basketball, Dance	Basketball, Yoga	Basketball, Dance
Term 5	Athletics, Cricket	Athletics, Cricket	Athletics, Cricket	Athletics, Cricket
Term 6	Athletics, Rounders	Athletics, Rounders	Athletics, Rounders	Athletics, Rounders

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Copy remember and perform a dance phase	Copy, remember and adapt set choreography	Copy and complete a set choreography in different styles of dance showing good timing.	Performan dances with fluency, accuracy and good timing
			Create short dance phase and communicate ideas	Choreograph considering structure individually with a partner and in a group	Choreograph phases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively with a partner or group to choregraph longer phases and structure dance considering actions, space, relationship and dynamics in relation to theme.
			Use canon and unison to represent an idea	Use action and reaction to represent an idea	Peform choosing appropriate dynamics to represent an idea	Improvise and combine dynamics to demonstrate an awareness of the impact of the performance.
			Match dynamics and expressive qualities to a range of ideas	Change dynamics to express changes in a character or narrative	Use counts when performing choregraphy with music	Use counts when choreographing and perfroming to improve the quality of work.
			Use counts to keep in time with a partner and group	Use counts when choregraphing short phases		

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Dribble a ball with one hand with some control	Link dribbling a ball with other actions to increase control	Use dribbling to change the direction of play	Use dribbling to change direction of play under pressure with control
			Dribble a ball with one foot with some control	Chnage direction when dribbling with feet with some control	Dribble with feet under increasing pressure from an opponent	Use a variety of dribbling techniques to maintain possession under pressure
			Use a variety of throwing techniques	Use a varitey ot throwing and kicking techniques in a game situation	Use a variety of techniques to kick and throw whilst under pressure from an opponent	Select an apply appropriate throwing and kicking techniques including fakes to outwit an opponent
			Kick towards a partner	Catch and receive a ball passed to them when under pressure from an opponent.	Catch or intercept a ball in a game situation	Catch and intercept a ball with one or two hands and consider the next move of the ball
			Catch a ball passed ti them using one and two hands with some success	Strike a ball using different techniques	Strike a ball using different techniques whilst under pressure	Strike a ball using a wide range of skills to outwit an opponent, apply this in pressured game situations
			Receive a ball sent to them using different parts of the foot	Change direction to lose an opponent with some success	Use a variety of techniques to lose an opponent when changing direction	Confidently change direction to outwit an opponent
			Strike a ball with different technique	Create and use space to outwit an opponent	Create space for self and others with some success	Create space effectively for self and others to outwit an opponent
			Change direction at speed with a ball	Use simple tactics to score or gain possession	Understand the need for teactics and can identify when to use them in different situations	Work collaboratively to create team tactics and evaluate their effectiveness
			Use space with some success			
			Use simple tactics in a team			

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Shows balance and co-ordination when running and stopping with control	Demonstrate how and when to speed up and slow down when running	Run at the appropriate speed over longer distance or for longer period of time	Demonstate a controlled running technique using the appropriate speed over longer distances and period of time.
			Link running and hopping actions using different take offs and landings	Link hopping and jumping actions with some control	Show control at landing and take off in more complex jumping activities	Link running, jumping and hopping action with greater control and co-ordination
			Jump for distance and height	Jump for distance and height whilst demonstrating good balance when landing	Perform a range of more complex jumps, showing good technique	Perform jumps for height and distance using good technique
			Throw a variety of objectives with some accuracy	Throw with some accuracy and power	Show accuracy when throwing for distance	Show accuracy and good technique when throwing for distance
			Demonstrate good balance and flexibility when on apparatus	Show balance when changing direction in combination with other skills	Demonstrate good control and balance when performing a range of skills in combination with each other	Change flucency when travelling, landing, stopping and changing direction
			Can co-ordinate different body parts in a variety of activities	Demonstrates good flexibility and co-ordination when using a variety of body parts	Demonstrate good flexibility and co-ordination when using a variety of body parts as well as showing good bodily tension	Change direction with a fluent action and can translate smoothly between movements
						Can co-ordinate a range of body parts with a fluent action at a speed appropriate to change.
						Can show a range of flexibility at different bodily joints demonstrating good body tension

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Follow and give simple instructions	Accurately follow instructions given by a peer and give clear instructions	Use clear communication when assigning different roles in a group	Communicate with others clearlt and effectivley under pressure
			Work and collaborate in small groups	Confidently communicate ideas and listen to others before agreeing the best approach	Begin to lead and provide instructions to others	Confidently lead and give instructions to a team
			Plan and attempt to strategies to solve problems	Plan and apply strategies to solve problems	Plan and apply strategy to more complex challenges	Use critical thinking to create, implement and evaluate strategies to overcome complex problems
			Orientate and follow a map/diagram	Identify key symbols on a map and help navigate a grid	Orientate a map to find the best route	Orienate a map and plan the best route to solve a problem
			Reflect on challenges and problems solved	Watch, describe and evaluate strategy	Watch, describe and evaluate strategy and give feedback	Watch, describe and evaluate strategy and give effective feedback when implementing a different strategy

Skills	Beginner	Developer	Intermediate			
	Submerge and regain feet in water	Confidently and consistently retrieve an object from the floor with the same breath	Confidently combine skills to retrieve an object from greater depth			
	Breathe in sync with an isolated kicking action poolside	Begin to co-ordinate breathing in time with basic strokes	Confidently co-ordinate a smooth and consistent breathing technique to a range of strokes			
	Use arms and legs together to swim a small distance	Demonstrate a fair level of technique to co-ordinate different body parts to swim	Demonstrate a good technique to a wide range of strokes, using different body parts in coordination			
	Glide on front and back over short distances	Combine fliding and floating on front and back over increased distance	Combine gliding and transition into an appropriate stroke with control			
	Float on front and back for short period of time	Float on front and back to form basic shapes	Link different floating techniques and action to demonstrate good control			
	Roll from front to back and regain a standing position	Demonstrate sculling technique	Select and apply appropriate survival technique to a range of situations			

	Year 3	Year 4	Year 5	Year 6
Term 1	**TEAM** 'TEAM' PSHE Relationships Education unit teaches new beginnings, cooperation and teamwork, developing skills like conflict resolution and compromise. A new start Together Everyone Achieves Working Together Being Considerate When Things Go Wrong Responsibilities	**Think Positive** Mental health and emotional wellbeing: 'Think Positive' PSHE unit, includes growth mindset, resilience, positive thinking and self-care. This unit covers emotional and mental wellbeing. Happy Minds, Happy People Thoughts and Feelings Changes Keep Calm and Relax! You're the Boss! Always Learning Learning Journey	**TEAM** Life TEAM PSHE unit develops classroom skills like positive learning behaviour, while teaching cooperation, teamwork and new beginnings. Together Everyone Achieves Communicate Collaborate Compromise Care Shared Responsibilities Learning Journey	**Think Positive** Think Positive PSHE, Citizenship and Relationships Education The Cognitive Triangle (1) The Cognitive Triangle (2) Face Your Feelings Choices and Consequences Being Present Yes, I can! Learning Journey
Term 2	**It's My Body** 'It's My Body' PSHE unit explores sleep, healthy eating, exercise and teaches children about body autonomy and making healthy choices. My Body, My Choice Fit as a Fiddle Good Day, Good Night Cough, Splutter,Sneeze Drugs: Healing or Harmful? Choices Everywhere	**One World** 'One World' PSHE unit explores global citizenship topics like human rights, inequality, climate change, sustainability and charity. Chiwa and Kwende Chiwa's Dilemma (1) Chiwa's Dilemma (2) Chiwa's Sugar Chiwa's World Charity for Chiwa Learning Journey	**It's My Body** It's My Body unit explores healthy lifestyles, personal hygiene, harmful substances, making healthy choices and body image. Your Body is Your Own Sleep Well, Be Well Taking Care of Our Changing Bodies Harmful Substances How We Think and Feel About Our Bodies Healthy Choices Learning Journey	**One World** One World PSHE unit explores human rights, climate change, energy use, water conservation, biodiversity and protecting the environment. Global Citizens Global Warming Energy Water Biodiversity In Our Hands Learning Journey
Term 3	**Aiming High** Aiming High PSHE unit to develop resilience and growth mindset while learning about careers, personal goals and aspirations. Achievements Goals Always Learning Jobs and Skills No Limit! When I Grow Up!	**Safety First** Health and Wellbeing PSHE 'Safety First' unit teaches children about online safety, road safety, dares, assessing dangers and when to seek help. New Responsibilities Risks, Hazards, Dangers Under Pressure Road Safety Dangerous Substances Stay Safe on Line Learning Journey	**Aiming High** Aiming High PSHE unit teaches careers education such as aspirations, goal setting, equal opportunities, innovation and enterprise. You Can Do Anything! Breaking Down Barriers Future Focus Equal Opportunities Innovation and Enterprise Onwards and Upwards Learning Journey	**Safety First** Health and Wellbeing PSHE Safety First unit to explore online safety, behaving responsibly, assessing risk and what to do in an emergency. You Are Responsible What Are the Risks Making Your Mind Up In an Emergency Keep IT Safe Click Safe, Click Happy Learning Journey

Term 4	**Britain** Britain PSHE Citizenship Unit to teach the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance. Living in Britain Democracy Rules, Laws and Responsibilities Liberty Tolerance and Respect What it means to be British	**Respecting Rights** 'Respecting Rights' PSHE unit explores human rights and looks at how to respect the rights of others. Rights Are All Rights Equal? Rules Rights Without Responsibilities Respect Are We So Different? Learning Journey	**Britain** Britain PSHE Unit teaches children about British Values topics, Local and National Government, community, identity and how to make a positive contribution. This links in with our numerous charity events held throughout the school year such as Jeans for Genes Day, Red Nose Day, etc. Identities Communities Respecting the Law Local Government National Government Making A Difference Learning Journey	**Respecting Rights** Respecting Rights PSHE unit investigates human rights and how rights respecting people protect and respect human rights around the world. Know Your Rights Do Rights Apply to Everyone? Are You Rights Respecting? Are Everyone's Rights Met Do Human Rights Change? Human Rights Heroes Learning Journey
Term 5	**Money Matters** Money Matters PSHE unit teaches financial education, including advertising, wants and needs and strategies for keeping track of money. Achievements Goals Always Learning Jobs and Skills No Limit! When I grow up! Learning Journey Learning Journey	**Growing Up** 'Growing Up' links to the Relationships PSHE unit, including parts of the body, human reproduction, puberty, healthy relationships. Human Production Changes in Boys Changes in Girls Changes in Emotions Relationships and Families Where Do I Come From Learning Journey	**Money Matters** (Life) Money Matters PSHE unit teaches financial education, including financial risk, being critical consumers, budgeting and value for money. Looking After it. Critical Consumers Value for Money Budgeting Borrowing and Saving Money in the Wider World Learning Journey	**Growing Up** Growing Up PSHE unit teaches relationships education, including body image, emotional changes, puberty, human reproduction and relationships. (do another box for sex ed) Changing Bodies Emotional Changes Just the Way You Are Relationships Let's Talk About Sex Human Reproduction Learning Journey

Term 6	**Be Yourself** 'Be Yourself' Relationships Education PSHE unit explores recognising and expressing feelings, being assertive, media influences and making amends. Pride Feelings Express Yourself Know Your Mind Media Wise Making it Right! Learning Journey	**VIPs** 'VIPs' is part of the Relationships Education PSHE unit which teaches about friendships and relationships, including making friends, falling out and bullying and teasing. Making Friends Staying Friends This is a Good Friend Falling Out Bullying Anti-bullying Learning Journey	**Be Yourself** Be Yourself Relationships Education PSHE unit teaches self-esteem, assertiveness, recognising and expressing emotions and managing difficult situations. You are Unique Let it Out! Uncomfortable Feelings The Confidence Trick! Do the Right Thing Making Amends Learning Journey	**VIPs** VIPs PSHE unit teaches about healthy relationships including kindness, conflict, peer pressure and managing secrets and dares. Family and Friends Think Before You Act It's Okay to Disagree You Decide Secrets False Friends Learning Journey

	Year 3	Year 4	Year 5	Year 6	R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know concerns R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a con R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this fidence or share a secret R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

health	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally L11. recognise ways in which the internet and social media can be used both positively and negatively L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced L11. recognise ways in which the internet and social media can be used both positively and negatively L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	H3. about choices that support a healthy lifestyle, and recognise what might influence these	health H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. How to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	

Health	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn I know why it is important to get enough sleep H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. I know how to make better choices and choose healthy habits. H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. I can make informed choices in order to look after my physical and mental health. H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H36. strategies to manage transitions between classes and key stages H38. how to predict, assess and manage risk in different situations H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)	L13. about some of the different ways information and data is shared and used online, including for commercial purposes L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) I can explain what skills are needed for a range of jobs and why people go to work.	H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn taking Care of Our Bodies H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new scH25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns	H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe	

Relationship and sex education	R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationship R13. the importance of seeking support if feeling lonely or excluded R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone faceto-face; risks of communicating online with others not known face-to-face R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge		H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time	

			L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	
				H17. to recognise that feelings can change over time and range in intensity	
			L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	H18. about everyday things that affect feelings and the importance of expressing feelings	
				H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways	
				H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	
				H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	
				H27. to recognise their individuality and personal qualities	
				H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	
				H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	
				H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)	
				H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	
				H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for	
				H34. about where to get more information, help and advice about growing and changing, especially about puberty	
				H35. about the new opportunities and responsibilities that increasing independence may bring	
				H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming	
				H38. How to predict, assess and manage risk in different situations	
				H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe	
				H40. about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)	
				H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about	
				H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact	
				H43. about what is meant by first aid; basic techniques for dealing with common injuries	
				H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	

	Year 3	Year 4	Year 5	Year 6
Term 1	**Stone Age, Bronze Age, Iron Age. Chronological understanding:** Place Stone Age, Bronze Age and Iron Age on at time line. **Historical knowledge:** Know that prehistory spans millions of years. Know that the Stone Age can be split into three different time periods. Describe main feature and developments of each era. **Historical enquiry:** Explain how archaelologists how use artefacts to learn about the past. Use sources to ask and answer questions about the past. Use vocabulary related to the passing of time.			**Mayan civilisation c900 AD. Chronological understanding**: Place historical periods on a time line, use dates with fluency to describe historical events and eras. **Historical knowledge**: know about Mayan way of life, religious beliefs, explore achievements. Understand that Mayan descendents still live in Central America. **Historical enquiry**: Use a variety of sources to know what life was like for the Maya, investigate the reasons behind the decline of the Mayan civilisation. Compare Mayan civilisation with modern life and/or other periods of history. Devise historically valid questions and use a range of sources to investigate.
Term 2		**Britian's settlement by Anglo-Saxons and Scots. Chronological understanding:** Place the Anglo-Saxons on a timeline. Know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. Know when Christianity came to Britain. Use terminology BC/AD **Historical knowldge:** To know why the Romans left Britain, know who were the Anglo-Saxons and where they came from, who were the Picts and Scots, explain some features of daily life. **Historical enquiry**: Using Sutton Hoo - understand the work of an archaeologist, know that there are some questions that cannot be decisively answered by historians. Use artefacts to support historical enquiry. Know that historical sources may be biased and think about their reliability.	**Tudors - Off with her Head (Cornerstones). Chronological understanding**: Understand that Tudors gained the throne following the battle of Bosworth, overview of where Tudors fit in to British history. Depth timeline of Henry VIII, his wives and significant events. **Historical knowledge:** Know the names and order of Henry VIII's wives and children. Understand Tudor life using portraits and documents. Explore and explain how the religious, political, and personal beliefs of a significant individual caused them to behave in a particular way. **Historical enquiry:** Why did Henry VIII want a divorce, why did Henry think could a woman not rule in her own right - explore attitudes to women. Significant turning point - creation of the Church of England (continuity/change).	**WW2 and Post war Britain. Chronological understanding:** Place historical periods on a time line, use dates with fluency to describe historical events and eras. Construct focussed timeline of events. **Historical knowledge**: know about key events and their impact on Britain. **Historical enquiry:** use primary and secondary sources, devise historically valid questions, make links across periods of history studied. Explore continuity and change, and significance.
Term 3	**Roman Empire and its impact on Britain. Chronological understanding:** Explain where the Romans would be on a time line. Know when the Romans invaded Britain **Historical knowledge:** Explain why and howthe Romans invaded Britain. Know that the Celts were living in Britain at the time of the Roman invasion. Describe Cetlic life. Describe the events of Boudicca's revolt and Describe technological advance the Romans brought to Britain and suggest how life might be different if they had never invaded. **Historical Enquiry:** Consider different points of view about an event and suggest why they are different. Gather information about aspects of life in Roman Britain.	**Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Chronological understanding**: Place historical periods on a time line, use dates with increasing fluency to describe historical events and eras. **Historical knowledge**: Know that the was divided into seven kingdoms, describe the reasons for the Viking invasion, know who King Alfred was and why he was called 'Great', know about everyday life in England, explain the events surrounding the Battle of Hastings - 1066. **Historical enquiry**: Compare life for Anglo-Saxons and Vikings - how is it similar/different from ours today, formulate questions, begin to use a range of sources to find out about the past, identify key people/events and explain their significance to England becoming a unified country.		**WW2 and Post war Britain. Chronological understanding:** Place historical periods on a time line, use dates with fluency to describe historical events and eras. Construct focussed timeline of events. **Historical knowldge**: know about key events and their impact on Britain.How did WW2 impact the lives of children? Compare with life today. **Historical enquiry:** Use primary and secondary sources, devise historically valid questions, make links across periods of history studied. Explore continuity and change, and significance of events.
Term 4				
Term 5			**Ancient Greeks. Chronological understanding**: Name and arrange key civilisations on a world timeline using vocabularly related to the passing of time. **Historical knowledge**: Know that ancient Greece was made up of city states, aspects of daily life, know about diffferent types of government, Greek gods and goddesses, the Olympic games, explain the influence of ancient Greece on modern society. **Historial enquiry**: Compare and contrast Spata and Athens and give reasons for differences, consider the advantages/disadvanages of different types of government, infer information about daily life through Greek artefacts, know about primary and secondary sources. Use a range of sources to gather information and begin to assess its reliability.	
Term 6	**Overview of where and when the first civilizations appeared. Depth study Ancient Egypt.** place the time studied on **Chronological understanding:** Explain the difference between AD and BC. Place the earliest civilisations on a time line. **Historical knowldge:** Describe know where in the world the earliest civilastions took place. and compare aspects of each civilisation. Describe some advances eg writing, number system, money. **Historical enquiry:** Make predictions about objects that might have been invented before, during and after early civilisations, use sources to confirm predictions were correct or not. Compare and contrast buildings from ancient civilisations.	**Local Gravesend study**	**Local Study**	
	Topics to include some of these enquiry elements:	**Topics to include some of these enquiry elements:**	**Topics to include some of these enquiry elements:**	**Topics to include some of these enquiry elements:**
Historical	Continuity and change	Continuity and change	Continuity and change	Continuity and change
	Cause	Cause	Cause	Cause

	Similarity and difference	Similarity and difference	Similarity and difference	Similarity and difference
	Significance	Significance	Significance	Significance
	Connections - contrasts - trends over time	Connections - contrasts - trends over time	Connections - contrasts - trends over time	Connections - contrasts - trends over time

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	sequence events or objects in chronological order	sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in live	place the time studied on a time line sequence events or artefacts use dates related to the passing of time	place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD	place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history	place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line
Range and Depth of Historical Knowledge	begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past	find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)	find out about everyday lives of people in time studied compare with our life today identify reasons for and results of people's actions understand why people may have had to do something	use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations	study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Eygpt)	find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Compare and contrast ancient civilisations
Interpretations of History	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	compare pictures or photographs of people or events in the past able to identify different ways to represent the past	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum, cartoons etc	look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge	compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events	link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions confident use of the library etc. for research
Historical Enquiry	sort artefacts "then" and "now" use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects	use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of time lines discuss the effectiveness of sources	use a range of sources to find out about a period observe small details – artefacts, pictures select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions	use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past ask a variety of questions use the library, e-learning for research	begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information confident use of library, e-learning, research	recognise primary and secondary sources use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out bring knowledge gathering from several sources together in a fluent account

Organisation and Communication	Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT	Class display/ museum annotated photographs ICT	communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode	·select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups	fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms· work independently and in groups showing initiative	select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations

	Year 3	Year 4	Year 5	Year 6	
Term 1	**Week One:** Recognise and create repeated patterns. Perform with control of pulse and awareness of what others are singing/playing. **Week Two: -** Explore the effects of counting in different metres, through body percussion, untuned percussion and simple songs – (Row, Row, Row Your Boat, and Frere Jacques). **Week Three: -** Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 time using at least three different tempos. **Week Four:** Begin to use Kodaly and ta, ti, ti notation for crotchet, crotchet rest, minim and quaver and compose a class two bar rhythm in 4/4 time using a combination of these note values. **Week Five:** Understand that tempo can change in musical performance. Be able to create and perform a rhythmic pattern that has at least three varying tempos. **Week Six:** Introduce the concept of duration to children as an element in music. **Week Seven:** Use a rhythm grid to create 4 rhythms which can be performed simultaneously. Patterns must include crotchets, quavers, minims and a crotchet rest.	**Week One**: Introduce the concept of harmony and melody with relation to C Major Scale Recap on the notes learned on a recorder in Year 3 BAG by playing through a number of simple pieces **Week Two**: Introduce Partner Songs and explain how these link to harmony. Introduce C as a note. Children to learn to play a simple popular song using CAG as notes. Consolidate BAG through familiar pieces **Week Three**: Sing a round in three parts with children all in discreet places. Extend chiidren's ability to improvise by getting them to compose a 4 note composition and performing it on the recorder. Composition to be in 4/4 time and to include all rhythmic values learned to date. **Week Four** Sing a round in three parts with children scattered through the room, to teach them the importance of balance and listening in music. Consolidate knowledge of notes learned and add a rhythmic ostinato. **Week Five**: Learn to sing a song in two parts. Children to learn to play simple duets using the notes they already know. Duet to include rests, quavers and crotchets. **Week Six**: Add dynamic range to songs in rounds, parts and partner songs. To learn to play a simple round on the recorder based on the notes learned Children to learn to play low E. **Week Seven:** Record a class performance of songs in the following formats - unison, round, partner and parts. Children to evaluate their performances. Children to practise Big Kite - to reinforce knowledge of E and other notes learned this term.	**Week One:** Children to be reminded of the key elements of music - rhythm, pitch, texture, timbre, and duration. **Week Two:** To feel the pulse and identify an ostinato To learn a traditional song To improvise actions to the pulse / beat **Week Three:** To learn and maintain a complex rhythmic ostinato **Week Four:** To explore more complex rhythms and to create an ostinato. To add lyrics to match the ostinato rhythm . Introduce concept of playing with a moving accompaniment at the same time as maintaining a regular rhythmic ostinato.**Week Five**: To read and perform a rhythm from musical notation To compose lyrics within a given meter **Week 6**: To compose/notate a rhythm to illustrate an aspect of a train journey To read and perform a number of notated rhythms To maintain a rhythmic line and a rhythmic ostinato in an **ensemble W**eek 7: To read and perform an extended rhythmic composition using traditional notation	Week One: To recap on diatonic scales, in particular C Major. To introduce dot notation for scale in C Major, from do - so and to show how it links to staff notationWeek Two: To explore dynamics through singing and playing and link with aircraft and to continue to learn to read staff notation Week Three: to organise pitch toto refine and improve the composition for Air Fiesta create the effect of flight, and to continue to develop staff notation skills. Week Four: To identify, follow and conduct tempo changes. Continue to read staff notation. Week Five: To Combine pitch, dynamics and tempo to create a composition.Week Six: to refine and improve the composition for Air Fiesta composition.Week Seven: to perform, evaluate and celebrate the composition created this termlow and conduct tempo changes.	
Term 2				**Week One:** To recap on diatonic scales, in particular C Major. To introduce dot notation for scale in C Major, from do - so and to show how it links to staff notation**Week Two:** To explore dynamics through singing and playing and link with aircraft and to continue to learn to read staff notation **Week Three:** to organise pitch toto refine and improve the composition for Air Fiesta create the effect of flight, and to continue to develop staff notation skills. **Week Four:** To identify, follow and conduct tempo changes. Continue to read staff notation. **Week Five:** To Combine pitch, dynamics and tempo to create a composition.**Week Six:** to refine and improve the composition for Air Fiesta composition.**Week Seven:** to perform, evaluate and celebrate the composition created this term	

Term 3	Week One: Introduce concept of pitch as an element of music, demonstrate this on tuned percussion. Week Two: Recognise that pitch and tempo are enhanced by timbre Week Three: Develop understanding of timbre further, children to improvise rhythms on a range of different tuned and untuned percussion to demonstrate timbre and consolidate rhythmic knowledge Week Four: Explore a South American instrumental piece and comment on texture, timbre, pitch, dynamics and tempo. Week Five: Introduce dot notation, and explain its link to conventional musical notation. Week Six: Children to compose and perform simple three note melodies using dot notation. Improvise melodic development based on a three note melody. Week Seven: Create a pitch wall, consolidating knowledge of all the elements of music covered so far – rhythm, pitch, tempo, texture and dynamics.	**Week One:** To revise the notes learned last term by playing through Big Kite and adding extra parts.Add two moving accompaniments. **Week Two:** To enable children to develop their fluency moving between notes on the recorder by practising 5 note pieces, with two accompanying parts. **Week Three:** To introduce the idea of a tied note in music. Consolidate rests and 4/4 rhythmic notation. **Week Four:** To develop children's understanding of melody and harmony through playing more advanced pieces using five notes on the recorder. **Week Five:** To reinforce children's understanding of call and response through playing a piece that uses all five notes. **Week Six:** To celebrate our learning by playing a selection of the children's favourite pieces - ensuring that there is a mix of duets and varying notation values.	**Week One**: To introduce the ukelele to children and to compose a short piece showing its different properties **Week Two**: To introduce the C chord and a simple strumming pattern. To teach a simple folk song with an accompanying drone **Week Three**: Consolidate the C chord and begin to introduce a basic picking pattern on the ukelele.**Week Four:** Children to learn the C7, C6 and C Major 7 chords and how to transition between them. **Weel Five:** To learn the A7 chord and introduce new strumming patterns, in both 3/4 and 4/4 time. **Week 6:** Children to improvise their own short pieces to include both up and down strumming patterns, and at least three chord changes.	**Week One**: To remind children of what they learned on the ukulele in Year 5. Recap on the C, C7, A7 and F chords. **Week Two**: To introduce the Am chord and be able to move from the C chord to the Am chord. **Week Three**: To introduce the A major chord. To be able to play a piece using A, Am and A7 chords. To introduce a strumming pattern based on 4/4 - the Island strum. **Week Four:** To practice the F chord and be able to move from this to the C chord **Week Five:** To practise playing a piece with a three chord transition. To be able to play this in 3/4 and 4/4 time. To show how strumming patterns relate to rhythmic values. **Week Six**: To learn the G7 chord. To be able to play a piece transitioning from G7 to C, using a regular 4/4 strum and the Island strumming pattern. **Week Seven**: To compose a four bar piece using a combination of all the chords and strumming patterns learnt.	
Term 4	as for Term 3	as for term 3	as for term 3	as for term 3	
Term 5	**Week One**: Introduce the recorder as a member of the woodwind family, and demonstrate how it is held, basic blowing technique and articulation technique. **Week Two**: Introduce A and B on the recorder. Children to be able to play at least two pieces on the recorder. **Week Three**: Introduce notation for A and B, children to be able to play a song accompanied by a simple ostinato. **Week Four**: Introduce new note G. Children to begin to play a simple duet. **Week Five**: Children to combine knowledge of notation and rhythm to produce and perform a simple composition based on three notes. **Week Six:** To learn to play a simple round on the recorder based on the three notes learned. Week Seven: To consolidate notes learned on a recorder, and other concepts learned in Year 3.		**Week One:** To practise singing in unison, a round, in two parts and in partner songs. **Week Two:** To learn the major and minor diatonic scales and be able to sing both of these using solfege. To learn a song with an octave range. **Week Three:** To practise singing a song using the full dynamic range. To practise singing for meaning. **Week Four:** To introduce the concept of phrasing within a song. To combine phrasing with dynamic expression. **Week Five:** To introduce the concept of writing notes on a stave. To recap on the pentatonic scale. **Week Six:** To use musical notation to write out the pentatonic scale on a stave. **Week Seven:** To recap on all the concepts learned in the year, including musical notation, rhythm, chord construction and singing styles.	**Week One:** To identify features of Brazilian Carnival / Samba music and recognise, read and perform four basic samba rhythms. **Week Two:** To echo, read and perform four basic samba rhythms in unison **Week Three:** Children are able to read and perform four basic samba rhythms in ensemble Children are able to maintain a line in a round / canon Children can recognise and identify samba instruments **Week Four:** To recognise and perform complex rhythms and maintain a rhythmic part in canon / in a round (where one part begins before another) **Week Five:** To maintain a rhythmic line within a Samba structure and to respond correctly to a given call **Week Six:** To maintain a musical line within a Samba structure, recognising and responding appropriately to calls and to refine and improve a performance **Week Seven:** To recap on all the concepts learned during the year, including singing/performing in parts, composition, staff notation, chord structure.	
Term 6	Week One: Introduce the recorder as a member of the woodwind family, and demonstrate how it is held, basic blowing technique and articulation technique. Week Two: Introduce A and B on the recorder. Children to be able to play at least two pieces on the recorder. Week Three: Introduce notation for A and B, children to be able to play a song accompanied by a simple ostinato. Week Four: Introduce new note G. Children to begin to play a simple duet. Week Five: Children to combine knowledge of notation and rhythm to produce and perform a simple composition based on three notes. Week Six: To learn to play a simple round on the recorder based on the three notes learned. Week Seven: To consolidate notes learned on a recorder, and other concepts learned in Year 3.	**Week One:** Introduce the Pentatonic scale, children to be able to sing this using solfege to reinforce it. **Week Two:** Children to work out the meoldy of Old MacDonald by ear - linked to the pentatonic scale. **Week Three** Learn a pentatonic scale, and then improvise one line of a pentatonic song on tuned percussion using the notes of the scale. Combine melody and rhythm in creating a musical pattern **Week Four:** Be able to sing two pentatonic songs at the same time. Record and appraise a class performance of the two songs. **Week Five:** Explore the importance of dragons in different cultures, and create music for a Chinese Dragon Song. **Week Six:** Perform the class Chinese Dragon song, using a class conductor, a backing track and to a friendly audience. **Week Seven:** Recap on all the musical concepts learnt in Year 4 - to include singing in rounds, partner songs, rhythmic ostinatos and recorders.	**Week One:** To practise singing in unison, a round, in two parts and in partner songs. **Week Two:** To learn the major and minor diatonic scales and be able to sing both of these using solfege. To learn a song with an octave range. **Week Three:** To practise singing a song using the full dynamic range. To practise singing for meaning. **Week Four:** To introduce the concept of phrasing within a song. To combine phrasing with dynamic expression. **Week Five:** To introduce the concept of writing notes on a stave. To recap on the pentatonic scale. **Week Six:** To use musical notation to write out the pentatonic scale on a stave. **Week Seven:** To recap on all the concepts learned in the year, including musical notation, rhythm, chord construction and singing styles.	**Week One:** To identify features of Brazilian Carnival / Samba music and recognise, read and perform four basic samba rhythms. **Week Two:** To echo, read and perform four basic samba rhythms in unison **Week Three:** Children are able to read and perform four basic samba rhythms in ensemble Children are able to maintain a line in a round / canon Children can recognise and identify samba instruments **Week Four:** To recognise and perform complex rhythms and maintain a rhythmic part in canon / in a round (where one part begins before another) **Week Five:** To maintain a rhythmic line within a Samba structure and to respond correctly to a given call **Week Six:** To maintain a musical line within a Samba structure, recognising and responding appropriately to calls and to refine and improve a performance **Week Seven:** To recap on all the concepts learned during the year, including singing/performing in parts, composition, staff notation, chord structure.	
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	Year 3	Year 4	Year 5	Year 6
Term 1/2	**Countries of the world.** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Village Settlers. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world**	**The United Kingdom.** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	**North America.** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Term 3/4	**The Rainforest** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Volcanoes**. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Investigating RIvers.** describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	**Extreme Earth** identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Term 5	**Where does our food come from?** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Earning a living.** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	**The Grand Canyon** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	
Term 6				**Gravesend local study.** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork 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
	Use 4 compass points to follow/give directions: □ Use letter/no. co-ordinates to locate features on a map	Make a map of a short route experienced, with features in correct order; □ Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Use/recognise OS map symbols and use atlas symbols.
	Try to make a map of a short route experienced, with features in correct order; □ Try to make a simple scale drawing.	Know why a key is needed. □ Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key; □ Use/recognise OS map symbols.	Draw a plan view map accurately
	Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Draw a sketch map from a high view point.	Compare maps with aerial photographs. □ Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)	
	□ Begin to draw a sketch map from a high view point.		Draw a plan view map with some accuracy.	
	□ Look down on objects to make a plan view map.		Measure straight line distance on a plan.	

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	□ Teacher led enquiries, to ask and respond to simple closed questions. □ Use information books/pictures as sources of information. □ Investigate their surroundings □ Make observations about where things are e.g. within school or local area.	□ Children encouraged to ask simple geographical questions; Where is it? What's it like? □ Use NF books, stories, maps, pictures/photos and internet as sources of information. □ Investigate their surroundings □ Make appropriate observations about why things happen. □ Make simple comparisons between features of different places.	□ Begin to ask/initiate geographical questions. □ Use NF books, stories, atlases, pictures/photos and internet as sources of information. □ Investigate places and themes at more than one scale □ Begin to collect and record evidence □ Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	□ Ask and respond to questions and offer their own ideas. □ Extend to satellite images, aerial photographs □ Investigate places and themes at more than one scale □ Collect and record evidence with some aid □ Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	□ Begin to suggest questions for investigating □ Begin to use primary and secondary sources of evidence in their investigations. □ Investigate places with more emphasis on the larger scale; contrasting and distant places □ Collect and record evidence unaided □ Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	□ Suggest questions for investigating □ Use primary and secondary sources of evidence in their investigations. □ Investigate places with more emphasis on the larger scale; contrasting and distant places □ Collect and record evidence unaided □ Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Direction/ Location	□ Follow directions (Up, down, left/right, forwards/backwards)	□ Follow directions (as yr 1 and inc'. NSEW)	□ Use 4 compass points to follow/give directions: □ Use letter/no. co-ordinates to locate features on a map.	□ Use 4 compass points well: □ Begin to use 8 compass points; □ Use letter/no. co-ordinates to locate features on a map confidently.	□ Use 8 compass points; □ Begin to use 4 figure coordinates to locate features on a map.	□ Use 8 compass points confidently and accurately; □ Use 4 figure co-ordinates confidently to locate features on a map. □ Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing Maps	□ Draw picture maps of imaginary places and from stories.	□ Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	□ Try to make a map of a short route experienced, with features in correct order; □ Try to make a simple scale drawing.	□ Make a map of a short route experienced, with features in correct order; □ Make a simple scale drawing.	□ Begin to draw a variety of thematic maps based on their own data.	□ Draw a variety of thematic maps based on their own data. □ Begin to draw plans of increasing complexity.
Representation	□ Use own symbols on imaginary map.	□ Begin to understand the need for a key. □ Use class agreed symbols to make a simple key.	□ Know why a key is needed. □ Use standard symbols.	□ Know why a key is needed. □ Begin to recognise symbols on an OS map.	□ Draw a sketch map using symbols and a key; □ Use/recognise OS map symbols.	□ Use/recognise OS map symbols; □ Use atlas symbols.
Using Maps	□ Use a simple picture map to move around the school; □ Recognise that it is about a place.	□ Follow a route on a map. □ Use a plan view. □ Use an infant atlas to locate places.	□ Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	□ Locate places on large scale maps, (e.g. Find UK or India on globe) □ Follow a route on a large scale map.	□ Compare maps with aerial photographs. □ Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) □ Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	□ Follow a short route on an OS map. Describe features shown on OS map. □ Locate places on a world map. □ Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale/ Distance	□ Use relative vocabulary (e.g. bigger/smaller, like/dislike)	□ Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	□ Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	□ Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	□ Measure straight line distance on a plan. □ Find/recognise places on maps of different scales. (E.g. river Nile.)	□ Use a scale to measure distances. □ Draw/use maps and plans at a range of scales.
Perspective	□ Draw around objects to make a plan.	□ Look down on objects to make a plan view map.	□ Begin to draw a sketch map from a high view point.	□ Draw a sketch map from a high view point.	□ Draw a plan view map with some accuracy.	□ Draw a plan view map accurately
Map Knowledge	□ Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	□ Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Begin to identify points on maps A,B and C	□ Begin to identify significant places and environments	□ Identify significant places and environments	□ Confidently identify significant places and environments

Style of map	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.

Skills	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Singing songs with control and using the voice expressively	□ To find their singing voice and use their voices confidently. □ Sing a melody accurately at their own pitch. □ Sing with a sense of awareness of pulse and control of rhythm. □ Recognise phrase lengths and know when to breathe. □ Sing songs expressively. □ Follow pitch movements with their hands and use high, low and middle voices. □ Begin to sing with control of pitch (e.g. following the shape of the melody). □ Sing with an awareness of other performers.	□ Sing with confidence using a wider vocal range. □ Sing in tune. □ Sing with awareness of pulse and control of rhythm. □ Recognise simple structures. (Phrases). □ Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. □ Sing songs and create different vocal effects. □ Understand how mouth shapes can affect voice sounds. □ Internalise sounds by singing parts of a song 'in their heads.'	□ Sing songs with increasing control of breathing, posture and sound projection. □ Sing songs in tune and with an awareness of other parts. □ Identify phrases through breathing in appropriate places. □ Sing with expression and rehearse with others. □ Sing a round in two parts and identify the melodic phrases and how they fit together. □ Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
Listening, Memory and Movement.	□ Recall and remember short songs and sequences and patterns of sounds. □ Respond physically when performing, composing and appraising music. □ Identify different sound sources. □ Identify well-defined musical features.	□ Identify melodic phrases and play them by ear. □ Create sequences of movements in response to sounds. □ Explore and chose different movements to describe animals. □ Demonstrate the ability to recognise the use of structure and expressive elements through dance. □ Identify phrases that could be used as an introduction, interlude and ending.	□ Internalise short melodies and play these on pitched percussion (play by ear). □ Create dances that reflect musical features. □ Identify different moods and textures. □ Identify how a mood is created by music and lyrics. □ Listen to longer pieces of music and identify features
Controlling pulse and rhythm	□ Identify the pulse in different pieces of music. □ Identify the pulse and join in getting faster and slower together. □ Identify long and short sounds in music. □ Perform a rhythm to a given pulse. □ Begin to internalise and create rhythmic patterns. □ Accompany a chant or song by clapping or playing the pulse or rhythm.	□ Recognise rhythmic patterns. □ Perform a repeated pattern to a steady pulse. □ Identify and recall rhythmic and melodic patterns. □ Identify repeated patterns used in a variety of music. (Ostinato).	□ Identify different speeds of pulse (tempo) by clapping and moving. □ Improvise rhythm patterns. □ Perform an independent part keeping to a steady beat. □ Identify the metre of different songs through recognising the pattern of strong and weak beats. □ Subdivide the pulse while keeping to a steady beat.
Exploring sounds, melody and accompaniment	□ To explore different sound sources. □ Make sounds and recognise how they can give a message. □ Identify and name classroom instruments. □ Create and chose sounds in response to a given stimulus. □ Identify how sounds can be changed. □ Change sounds to reflect different stimuli.	□ Identify ways sounds are used to accompany a song. □ Analyse and comment on how sounds are used to create different moods. □ Explore and perform different types of accompaniment. □ Explore and select different melodic patterns. □ Recognise and explore different combinations of pitch sounds.	□ Skills development for this element are to be found within 'Control of instruments' and 'Composition'.
Control of instruments	□ Play instruments in different ways and create sound effects. □ Handle and play instruments with control. □ Identify different groups of instruments.	□ Identify melodic phrases and play them by ear. □ Select instruments to describe visual images. □ Choose instruments on the basis of internalised sounds.	□ Identify and control different ways percussion instruments make sounds. □ Play accompaniments with control and accuracy. □ Create different effects using combinations of pitched sounds. □ Use ICT to change and manipulate sounds
Composition	□ Contribute to the creation of a class composition. □ Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.	□ Create textures by combining sounds in different ways. □ Create music that describes contrasting moods/emotions. □ Improvise simple tunes based on the pentatonic scale. □ Compose music in pairs and make improvements to their own work. □ Create an accompaniment to a known song. □ Create descriptive music in pairs or small groups.	□ Identify different starting points or composing music. □ Explore, select combine and exploit a range of different sounds to compose a soundscape. □ Write lyrics to a known song. □ Compose a short song to own lyrics based on everyday phrases. □ Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.

Reading and writing notation	□ Perform long and short sounds in response to symbols. □ Create long and short sounds on instruments. □ Play and sing phrase from dot notation. □ Record their own ideas. □ Make their own symbols as part of a class score.	□ Perform long and short sounds in response to symbols. □ Create long and short sounds on instruments. □ Play and sing phrase from dot notation. □ Record their own ideas. □ Make their own symbols as part of a class score.	□ Perform using notation as a support. □ Sing songs with staff notation as support.
Performance skills	□ Perform together and follow instructions that combine the musical elements.	□ Perform in different ways, exploring the way the performers are a musical resource. □ Perform with awareness of different parts.	□ Present performances effectively with awareness of audience, venue and occasion.
Evaluating and appraising	□ Choose sounds and instruments carefully and make improvements to their own and others' work.	□ Recognise how music can reflect different intentions.	□ Improve their work through analysis, evaluation and comparison.

	Year 3	Year 4	Year 5	Year 6
Term 1	**Through the ages: Prehistoric pots (Cornerstones).** **Lesson 1:** Children to write, in their sketch book, what they think art is. They will then create a piece of art of their choice in their sketch book with a range of provided medium. Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Create a 3-D form using malleable or rigid materials, or a combination of materials. Evaluate and analyse creative works using the language of art, craft and design. Make suggestions for ways to adapt and improve a piece of artwork.	**Lesson 1: Children to write, in their sketch book, what they think art is. They will then create a piece of art of their choice in their sketch book with a range of provided medium. Artist: Tim Burton. Design and make a collage of a monster.** □ Question and make thoughtful observations about starting points and select ideas to use in their work. □ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. □ Use research to inspire drawings from memory and imagination. □ Create textured collages from a variety of media. □ Match the tool to the material. □ Combine skills more readily. □ Choose collage or textiles as a means of extending work already achieved. □ Refine and alter ideas and explain choices using an art vocabulary. □ Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. □ Experiments with paste resist.	**Lesson 1: Children to write, in their sketch book, what they think art is. They will then create a piece of art of their choice in their sketch book with a range of provided medium. Look into colour - space layered painting.** □ Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. □ Work on preliminary studies to test media and materials. □ Create imaginative work from a variety of sources.	**Lesson 1: Children to write, in their sketch book, what they think art is. They will then create a piece of art of their choice in their sketch book with a range of provided medium. Artist: Frida Khalo. Frida Khalo portraits.** □ Choose appropriate paint, paper and implements to adapt and extend their work. □ Carry out preliminary studies, test media and materials and mix appropriate colours. □ Work from a variety of sources inc. those researched independently. □ Show an awareness of how paintings are created (composition).
Term 2	**Artist study of Aaron Douglas and creating paintings of Stone Henge based on his work.** □ **Mix a variety of colours and know which primary colours make secondary colours.** □ **Use a developed colour vocabulary.** □ **Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.** □ **Work confidently on a range of scales e.g. thin brush on small picture etc.**	**Viking Art** KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials. Making a saxon brooch. KS2 - to improve their mastery of art and design techniques, including painting with a range of materials KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials □ Make informed choices about the 3D technique chosen. □ Show an understanding of shape, space and form. □ Plan, design, make and adapt models. □ Talk about their work understanding that it has been sculpted, modelled or constructed. □ Use a variety of materials.	**Artist study - Hans Hobein** - Line and tone portraiture□ Use a variety of source material for their work. □ Work in a sustained and independent way from observation, experience and imagination. □ Use a sketchbook to develop ideas. □ Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	**Blitz Art**□ Create shades and tints using black and white. (Henry Moore) Blitz paintings WW2 make do and mend dolls
Term 3	L**ook at famous buildings and their architecture before using line and tone and sketching techniques to draw the collesium** to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing with a range of materials to improve their mastery of art and design techniques, including painting with a range of materials about great architects in history		**Artist study - Edward Munch** - The Scream	

Term 4		**Weaving-** □ Match the tool to the material. □ Combine skills more readily. □ Choose collage or textiles as a means of extending work already achieved. □ Refine and alter ideas and explain choices using an art vocabulary. □ Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. □ Experiments with paste resist.		**Darwin's Dragons -** □ Develop skills in using clay inc. slabs, coils, slips, etc. □ Make a mould and use plaster safely. □ Create sculpture and constructions with increasing independence.
Term 5		**Blue Abyss - Line and tone. Explore different styles of sketching and practice sketching scales and textures of differrent sea creatures. Create a sketch of a fish collaboritively**	**Artist study - Georgia O'keefe** looking at natural forms. Flowers and fruit. sew a 2d flower using felt, cutting the shapes of the parts of the flower and joining them on a felt background. □ Join fabrics in different ways, including stitching. □ Use different grades and uses of threads and needles. □ Extend their work within a specified technique. □ Use a range of media to create collage.	
Term 6	**Ancient Egyptian Art.** Create a desert collage using appropriate colour schemes. Create a large one together as a class afterwards.□ Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. □ Name the tools and materials they have used. □ Develop skills in stitching. Cutting and joining. □ Experiment with a range of media e.g. overlapping, layering etc.		**Greek Pottery** Describe the different qualities involved in modelling, sculpture and construction. □ Use recycled, natural and manmade materials to create sculpture. □ Plan a sculpture through drawing and other preparatory work. Collaborative work on sliced greek buildings.	**Street Art** to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing with a range of materials to improve their mastery of art and design techniques, including painting with a range of materials to improve their mastery of art and design techniques, including sculpture with a range of materials about great artists in history

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	□ Record and explore ideas from first hand observation, experience and imagination. □ Ask and answer questions about the starting points for their work, and develop their ideas. □ Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures	□ Record and explore ideas from first hand observation, experience and imagination. □ Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. □ Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	□ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. □ Question and make thoughtful observations about starting points and select ideas to use in their work. □ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	□ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. □ Question and make thoughtful observations about starting points and select ideas to use in their work. □ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	□ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. □ Question and make thoughtful observations about starting points and select ideas and processes to use in their work. □ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	□ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. □ Question and make thoughtful observations about starting points and select ideas and processes to use in their work. □ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ONGOING)	□ Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook □ Identify what they might change in their current work or develop in their future work.	□ Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook □ Identify what they might change in their current work or develop in their future work. □ Annotate work in sketchbook.	□ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. □ Adapt their work according to their views and describe how they might develop it further. □ Annotate work in sketchbook.	□ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. □ Adapt their work according to their views and describe how they might develop it further.	□ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. □ Adapt their work according to their views and describe how they might develop it further.	□ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. □ Adapt their work according to their views and describe how they might develop it further.
Drawing	□ Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. □ Use a sketchbook to gather and collect artwork. □ Begin to explore the use of line, shape and colour	□ Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. □ Understand the basic use of a sketchbook and work out ideas for drawings. □ Draw for a sustained period of time from the figure and real objects, including single and grouped objects. □ Experiment with the visual elements; line, shape, pattern and colour.	□ Experiment with different grades of pencil and other implements. □ Plan, refine and alter their drawings as necessary. □ Use their sketchbook to collect and record visual information from different sources. □ Draw for a sustained period of time at their own level. □ Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	□ Make informed choices in drawing inc. paper and media. □ Alter and refine drawings and describe changes using art vocabulary. □ Collect images and information independently in a sketchbook. □ Use research to inspire drawings from memory and imagination. □ Explore relationships between line and tone, pattern and shape, line and texture.	□ Use a variety of source material for their work. □ Work in a sustained and independent way from observation, experience and imagination. □ Use a sketchbook to develop ideas. □ Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	□ Demonstrate a wide variety of ways to make different marks with dry and wet media. □ Identify artists who have worked in a similar way to their own work. □ Develop ideas using different or mixed media, using a sketchbook. □ Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.
Painting	□ Use a variety of tools and techniques including the use of different brush sizes and types. □ Mix and match colours to artefacts and objects. □ Work on different scales. □ Mix secondary colours and shades □ using different types of paint. □ Create different textures e.g. use of sawdust.	□ Mix a range of secondary colours, shades and tones. □ Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. □ Name different types of paint and their properties. □ Work on a range of scales e.g. large brush on large paper etc. □ Mix and match colours using artefacts and objects.	□ Mix a variety of colours and know which primary colours make secondary colours. □ Use a developed colour vocabulary. □ Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. □ Work confidently on a range of scales e.g. thin brush on small picture etc.	□ Make and match colours with increasing accuracy. □ Use more specific colour language e.g. tint, tone, shade, hue. □ Choose paints and implements appropriately. □ Plan and create different effects and textures with paint according to what they need for the task. □ Show increasing independence and creativity with the painting process.	□ Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. □ Work on preliminary studies to test media and materials. □ Create imaginative work from a variety of sources.	□ Create shades and tints using black and white. □ Choose appropriate paint, paper and implements to adapt and extend their work. □ Carry out preliminary studies, test media and materials and mix appropriate colours. □ Work from a variety of sources, inc. those researched independently. □ Show an awareness of how paintings are created (composition).
Printing	□ Make marks in print with a variety of objects, including natural and made objects. □ Carry out different printing techniques e.g. monoprint, block, relief and resist printing. □ Make rubbings. □ Build a repeating pattern and recognise pattern in the environment.	□ Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. □ Design patterns of increasing complexity and repetition. □ Print using a variety of materials, objects and techniques.	□ Print using a variety of materials, objects and techniques including layering. □ Talk about the processes used to produce a simple print. □ to explore pattern and shape, creating designs for printing.	□ Research, create and refine a print using a variety of techniques. □ Select broadly the kinds of material to print with in order to get the effect they want □ Resist printing including marbling, silkscreen and coldwater paste.	□ Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. □ Choose the printing method appropriate to task. □ Build up layers and colours/textures. □ Organise their work in terms of pattern, repetition, symmetry or random printing styles. □ Choose inks and overlay colours.	□ Describe varied techniques. □ Be familiar with layering prints. □ Be confident with printing on paper and fabric. □ Alter and modify work. □ Work relatively independently

Textiles/collage	□ Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. □ How to thread a needle, cut, glue and trim material. □ Create images from imagination, experience or observation. □ Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	□ Use a variety of techniques, inc. weaving, French knitting, tiedyeing, fabric crayons and wax or oil resist, appliqué and embroidery. □ Create textured collages from a variety of media. □ Make a simple mosaic. □ Stitch, knot and use other manipulative skills.	□ Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. □ Name the tools and materials they have used. □ Develop skills in stitching. Cutting and joining. □ Experiment with a range of media e.g. overlapping, layering etc.	□ Match the tool to the material. □ Combine skills more readily. □ Choose collage or textiles as a means of extending work already achieved. □ Refine and alter ideas and explain choices using an art vocabulary. □ Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. □ Experiments with paste resist.	□ Join fabrics in different ways, including stitching. □ Use different grades and uses of threads and needles. □ Extend their work within a specified technique. □ Use a range of media to create collage. □ Experiment with using batik safely.	□ Awareness of the potential of the uses of material. □ Use different techniques, colours and textures etc when designing and making pieces of work. □ To be expressive and analytical to adapt, extend and justify their work.
3 D form	□ Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. □ Explore sculpture with a range of malleable media, especially clay. □ Experiment with, construct and join recycled, natural and man-made materials. □ Explore shape and form.	□ Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. □ Build a textured relief tile. □ Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.	□ Join clay adequately and work reasonably independently. □ Construct a simple clay base for extending and modelling other shapes. □ Cut and join wood safely and effectively. □ Make a simple papier mache object. □ Plan, design and make models.	□ Make informed choices about the 3D technique chosen. □ Show an understanding of shape, space and form. □ Plan, design, make and adapt models. □ Talk about their work understanding that it has been sculpted, modelled or constructed. □ Use a variety of materials.	□ Describe the different qualities involved in modelling, sculpture and construction. □ Use recycled, natural and manmade materials to create sculpture. □ Plan a sculpture through drawing and other preparatory work.	□ Develop skills in using clay inc. slabs, coils, slips, etc. □ Make a mould and use plaster safely. □ Create sculpture and constructions with increasing independence.
Breadth of study	□ Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. □ Use ICT □ Investigate different kinds of art, craft and design.	□ Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. □ Use ICT. □ Investigate different kinds of art, craft and design.	□ Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. □ Use ICT. □ Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	□ Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. □ Use ICT. □ Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	□ Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. □ Use ICT. □ Investigate art, craft and design in the locality and in a variety o	□ Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. □ Use ICT. □ Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

	Year 3	Year 4	Year 5	Year 6
Term 1		Use textiles to create a mini stitch head. Using felt and wadding to make it. There will be a range of stitching used, sew on decor and sew on buttons for eyes. □ Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques □ Sew using a range of different stitches, weave and knit □ Measure, tape or pin, cut and join fabric with some accuracy □ Make labelled drawings from different views showing specific features □ Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail □ Evaluate products and identify criteria that can be used for their own designs□ Evaluate their work both during and at the end of the assignment		Carrot cake cookies □ Plan the order of their work, choosing appropriate materials, tools and techniques □ Use tools safely and accurately □ Record their evaluations using drawings with labels □ Evaluate against their original criteria and suggest ways that their product could be improved
Term 2	To make a stone age weapon using bamboo, a stone or peice of flint, string and glue. □ Generate ideas for an item, considering its purpose and the user/s □ Identify a purpose and establish criteria for a successful product. □ Select tools and techniques for making their product □ Measure, mark out, cut, score and assemble components with more accuracy □ Work safely and accurately with a range of simple tools □ Think about their ideas as they make progress and be willing change things if this helps them improve their work □ Evaluate their product against original design criteria e.g. how well it meets its intended purpose	Saxon cookies - seasonal items. Pupils will weighout and mix ingredients then portion out their own cookie. □ Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attmept fails □ Evaluate their work both during and at the end of the assignment □ Evaluate their products carrying out appropriate tests	Gingerbread houses --- see Plan Bee in DT folder □ Draw up a specification for their design □ Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail □ Use results of investigations, information sources, including ICT when developing design ideas □ Weigh and measure accurately (time, dry ingredients, liquids) □ Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens □ Evaluate a product against the original design specification □ Evaluate it personally and seek evaluation from others □ Evaluate a product against the original design specification	Make do amends dolls - sewing and stuffing dolls □ Communicate their ideas through detailed labelled drawings □ Develop a design specification □ Plan the order of their work, choosing appropriate materials, tools and techniques □ Construct products using permanent joining techniques □ Make modifications as they go along □ Pin, sew and stitch materials together create a product □ Achieve a quality product □ Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests □ Record their evaluations using drawings with labels □ Evaluate against their original criteria and suggest ways that their product could be improved

Term 3	To make Roman bread. □□ Demonstrate hygienic food preparation and storage □ Evaluate their product against original design criteria e.g. how well it meets its intended purpose	To create Viking long ships from cardboard and wood in groups. □ Generate ideas, considering the purposes for which they are designing □ Make labelled drawings from different views showing specific features □ Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making □ Select appropriate tools and techniques for making their product □ Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques □ Join and combine materials and components accurately in temporary and permanent ways □ Evaluate their work both during and at the end of the assignment	Top make a log flume carriage that will be tested □ Generate ideas through brainstorming and identify a purpose for their product □ Draw up a specification for their design □ Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail □ Use results of investigations, information sources, including ICT when developing design ideas □ Select appropriate materials, tools and techniques □ Measure and mark out accurately □ Cut and join with accuracy to ensure a good-quality finish to the product □ Evaluate a product against the original design specification □ Evaluate it personally and seek evaluation from others	To make a moving roller coaster -- see plan Bee in DT folder □ Generate ideas through brainstorming and identify a purpose for their product □ Draw up a specification for their design □ Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail □ Use skills in using different tools and equipment safely and accurately □ Cut and join with accuracy to ensure a good-quality finish to the product
Term 4	Making a mini greenhouse See Plan Bee in DT folder. □ Generate ideas for an item, considering its purpose and the user/s □ Explore, develop and communicate design proposals by modelling ideas □ Make drawings with labels when designing □ Select tools and techniques for making their product □ Measure, mark out, cut, score and assemble components with more accuracy □ Work safely and accurately with a range of simple tools □ Think about their ideas as they make progress and be willing change things if this helps □ Evaluate their product against original design criteria e.g. how well it meets its intended purpose		To design and make shoes based on Ancient Greeks. See DT folder for more design. □ Draw up a specification for their design and its purpose □ Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail □ Use results of investigations, information sources, including ICT when developing design ideas □ Measure and mark out accurately □ Use skills in using different tools and equipment safely and accurately practices e.g. hazards relating to the use of ovens □ Cut and join with accuracy to ensure a good-quality finish to the product □ Evaluate a product against the original design specification	Graphics -- creating an anderson shetler from paper following instructions to be tested □ Plan the order of their work, choosing appropriate materials, tools and techniques □ Select appropriate tools, materials, components and techniques □ Assemble components make working models □ Use tools safely and accurately □ Construct products using permanent joining techniques □ Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests □ Record their evaluations using drawings with labels

Term 5				Create energy bars and their packaging ideas through detailed labelled drawings □ Develop a design specification □ Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways □ Plan the order of their work, choosing appropriate materials, tools and techniques □ Select appropriate tools, materials, components and techniques □ Assemble components make working models □ Use tools safely and accurately □ Construct products using permanent joining techniques □ Make modifications as they go along □ Pin, sew and stitch materials together create a product □ Achieve a quality product identifying strengths and areas for development, and carrying out appropriate tests □ Record their evaluations using drawings with labels □ Evaluate against their original criteria and suggest ways that their product could be improved	□ Communicate their □ Evaluate their products,

Term 6	To create a 2D Nemes mask using felt and a variety of stictching techniques. See DT curriculum folder for furhter informaition. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing Think about their ideas as they make progress and be willing change things if this helps them improve their work Measure, tape or pin, cut and join fabric with some accuracy Evaluate their product against original design criteria e.g. how well it meets its intended purpose	To create a recerational playground using cardboard, plastic and wood and test them using lego characters -- for sizing. Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail Evaluate products and identify criteria that can be used for their own designs Select appropriate tools and techniques for making their product Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests		
	Year 3	**Year 4**	**Year 5**	**Year 6**
Working Scientifically				

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	□ Draw on their own experience to help generate ideas □ Suggest ideas and explain what they are going to do □ Identify a target group for what they intend to design and make □ Model their ideas in card and paper □ Develop their design ideas applying findings from their earlier research	□ Generate ideas by drawing on their own and other people's experiences □ Develop their design ideas through discussion, observation , drawing and modelling □ Identify a purpose for what they intend to design and make □ Identify simple design criteria □ Make simple drawings and label parts	□ Generate ideas for an item, considering its purpose and the user/s □ Identify a purpose and establish criteria for a successful product. □ Plan the order of their work before starting □ Explore, develop and communicate design proposals by modelling ideas □ Make drawings with labels when designing	□ Generate ideas, considering the purposes for which they are designing □ Make labelled drawings from different views showing specific features □ Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail □ Evaluate products and identify criteria that can be used for their own designs	□ Generate ideas through brainstorming and identify a purpose for their product □ Draw up a specification for their design □ Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail □ Use results of investigations, information sources, including ICT when developing design ideas	□ Communicate their ideas through detailed labelled drawings □ Develop a design specification □ Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways □ Plan the order of their work, choosing appropriate materials, tools and techniques
Working with tools, equipment, materials and components to make quality products (inc food)	□ Make their design using appropriate techniques □ With help measure, mark out, cut and shape a range of materials □ Use tools eg scissors and a hole punch safely □ Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape □ Select and use appropriate fruit and vegetables, processes and tools □ Use basic food handling, hygienic practices and personal hygiene □ Use simple finishing techniques to improve the appearance of their produc	□ Begin to select tools and materials; use vocab' to name and describe them □ Measure, cut and score with some accuracy □ Use hand tools safely and appropriately □ Assemble, join and combine materials in order to make a product □ Cut, shape and join fabric to make a simple garment. Use basic sewing techniques □ Follow safe procedures for food safety and hygiene □ Choose and use appropriate finishing techniques	□ Select tools and techniques for making their product □ Measure, mark out, cut, score and assemble components with more accuracy □ Work safely and accurately with a range of simple tools □ Think about their ideas as they make progress and be willing change things if this helps them improve their work □ Measure, tape or pin, cut and join fabric with some accuracy □ Demonstrate hygienic food preparation and storage □ Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT	□ Select appropriate tools and techniques for making their product □ Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques □ Join and combine materials and components accurately in temporary and permanent ways □ Sew using a range of different stitches, weave and knit □ Measure, tape or pin, cut and join fabric with some accuracy □ □ Use simple graphical communication techniques	□ Select appropriate materials, tools and techniques □ Measure and mark out accurately □ Use skills in using different tools and equipment safely and accurately □ Weigh and measure accurately (time, dry ingredients, liquids) □ Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens □ Cut and join with accuracy to ensure a good-quality finish to the product	□ Select appropriate tools, materials, components and techniques □ Assemble components make working models □ Use tools safely and accurately □ Construct products using permanent joining techniques □ Make modifications as they go along □ Pin, sew and stitch materials together create a product □ Achieve a quality product
Evaluating processes and products	□ Evaluate their product by discussing how well it works in relation to the purpose □ Evaluate their products as they are developed, identifying strengths and possible changes they might make □ Evaluate their product by asking questions about what they have made and how they have gone about it	□ Evaluate against their design criteria □ Evaluate their products as they are developed, identifying strengths and possible changes they might make □ Talk about their ideas, saying what they like and dislike about them	□ Evaluate their product against original design criteria e.g. how well it meets its intended purpose □ Disassemble and evaluate familiar products	□ Evaluate their work both during and at the end of the assignment □ Evaluate their products carrying out appropriate tests	□ Evaluate a product against the original design specification □ Evaluate it personally and seek evaluation from others	□ Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests □ Record their evaluations using drawings with labels □ Evaluate against their original criteria and suggest ways that their product could be improved

	Year 3	Year 4	Year 5	Year 6
Term 1	Online Safety TBAT know what cyberbullying is and how to address it TBAT understand how websites use advertisements to promote products TBAT create strong passwords and understand privacy settings. TBAT safely send and receive emails. TBAT explore different ways children can communicate online. TBAT use knowledge about online safety to plan a party online.	Online Safety TBAT identify how a message can hurt someone's feelings and say how I should respond to a hurtful message online. TBAT use a search engine accurately TBAT understand the term 'plagirism' and how to avoid it TBAT create a safe online profile TBAT explain how to be a responsible digital citizen TBAT create an online safety superhero character	Online Safety TBAT understand what is meant by Online safety - TBAT know how to be smart on the internet TBAT understand the positive and negative uses of social media - TBAT understand the impact of social media on our behaviour, emoitons and lives TBAT understand what cyber-bullying is - TBAT identify cyber-bullying and its consequences - TBAT learn how to deal with cyber-bullying TBAT understand how to show respect online - TBAT understand the difference between online and face to face communication - TBAT learn rules for communicating online	Online Safety TBAT find similarities and difference between in-person and cyberbullying - TBAT identify good strategies to deal with cyberbullying TBAT identify secyre websites by identifying privacy seals of approval TBAT understand the benefits and pitfalls of online relationships - TBAT identify information that I should never share TBAT idetnify how the media plays a powerful role in shaping ideas about girls and boys TBAT apply my e-safety knowlege to my online activities TBAT use my knowledge of e-safety to create a mutliple choice quiz
Term 2	Creating Media - Digital writing TBAT use a computer to write TBAT add and remove text on a computer TBAT identify that the look of text can be changed on a computer TBAT make careful choices when changing text TBAT explain why I used the tools that I chose	Creating Media - Web Page creation TBAT review an existing website and consider its structure TBAT plan the features of a web page TBAT consider the ownership and use of images TBAT recognise the need to preview pages TBAT outline the need for a navigation path TBAT recognise the implications of linking to content owned by other people	Data and Information - Flat file databases TBAT use a form to record information TBAT compare paper and computer based databases TBAT outline how grouping and then sorting data allows us to answer questions TBAT explain that tools can be used to select specific data TBAT explain that computer programs can be used to compare data virsually TBAT apply my knowledge of a database to ask and answer real-world questions	Data and Information - Spreadsheets TBAT identify questions which can be answered using data TBAT explain that objects can be described using data TBAT explain that formulas can be used to produce calculated data TBAT formulas to data, including duplicating TBAT create a spreadsheet to plan an event TBAT choose suitable ways to present data
Term 3	Computing Systems and Networks - Connecting Computers TBAT explain how digital devices function TBAT idetify input and output devices TBAT recogmise how digital devides can change the way we work TBAT explain how a computer network can be used to share information TBAT explore how digital devices can be connected	Computing Systems and Networks - The internet TBAT describe how networks physically connect to other networks TBAT recognise how networked devices make up the internet TBAT outline how websites can be shared via the World Wide Web TBAT descrive how content can be added and accessed on the World Wide Web TBAT describe how content of the WWW is created by people TBAT evaluate the consequences of unreliable content	Computing Systems and Networks- Sharing Information TBAT explain that computers can be connected together to form systems TBAT recoginse the role of computer systems in our lives TBAT recognise how information is transferred over the internet TBAT explain how sharing information online lets people in different places work together TBAT contribute to a shared project online TBAT evaluate different ways of working together online	Computing Systems and Networks - Communication TBAT identify how to use a search engine TBAT describe how search engines select results TBAT explain how searches are ranked TBAT recognise why the order of results is important and to whom TBAT recognise how we communicate using technology TBAT evakuate different methods of online communication
Term 4	Programming - Sequences TBAT explore a new programming environment TBAT identify that commands have an outcome TBAT explain that a program has a start TBAT recognise that a sequence of commands have an order TBAT change the apppearance of my project TBAT create a project from a task description	Programming - Repetition TBAT develop the use of count controlled loops TBAT explain that in programming there are infite loops and count controlled loops TBAT design a game that includes two or more loops which run at the same time TBAT modify an infinite loop in a given program TBAT design a prohect that includes repetition TBAT create a project that includes repetition	Programming - Selection TBAT explain how selection is used in computing TBAT relate that a conditional statement connects a condition to an outcome TBAT explain how selection directs the flow of a program TBAT design a program which uses selection TBAT create a program which uses selection TBAT evaluate my program	Programming - Variables in games TBAT define a 'variable as something that is changeable TBAT explain why a variable is used in a program TBAT choose how to improve a game by using variables TBAT design a projevt that builds on a given example TBAT use my deign to create a project TBAT evaluate my project
Term 5	Programming - Events and Actions TBAT explain how a sprite moves in an existing project TBAT create a program to move a sprite in four directions TBAT adapt a program to a new context TBAT develop my program by adding features TBAT identify and fix bugs in a program TBAT design and creata maze based challenge	Data and Information - Branching Databases TBAT create questions with yes/no answers TBAT identify the object attributes needed to collect relevant data TBAT create a branching database TBAT explain why it is helpful for a database to be well structured TBAT identify objects using a branching database TBAT compare the information shown in a pictogram with a branching database	Creating Media - Audio Editing TBAT identify that sound can be digitally recorded TBAT use a digital device to record sound TBAT explain that a digital recording is stored as a file TBAT explain that audio can be changed through editing TBAT show that different types of audio can be combined and played together TBAT evaluate editing choices	Creating Media - 3D Modelling TBAT use a computer to cerate and manipulate three dimensional (3D) digital objects TBAT comapare working digitally with 2D and 3D graphics TBAT construct a digital 3D model of a physical object TBAT identify that physical objects can be broken down into a collection of 3D shapes TBAT deisgn a digital model by combining 3D objects TBAT develop and improve a digital 3D model

Term 6	**Creating Media - Desktop Publishing** **TBAT recognise how text and images convey information** **TBAT recognise that tex and layout can be edited** **TBAT choose appropriate page settings** **TBAT add content to a desktop publishing publication** **TBAT consider how different layouts can suit different purposes** **TBAT consider the benefits of desktop publishing**	**Creating Media - Animation - Stop Motion** TBAT explain that animation is a sequence of drawings or photographs TBAT relate animated movement wutha sequence of images TBAT plan an animation TBAT identify the need to work consistently and carefully TBAT review and improve an animation TBAT evaluate the impact of adding other media to animation	**Creating Media - Picture Editing** TBAT explain that digital images can be changed TBAT change the composition of an image TBAT describe how images can be changed for different uses TBAT make good choices when selecting different tools TBAT recognise that not all images are real TBAT evaluate how changes can improve an **image**	**Creating Media - Making Films** TBAT use appropriate software and other tools effectively to write a film script TBAT locate and check appropriate digital content, and procide accurate crediting of sources TBAT use digital recording devices to film and import into video editing software TBAT use video editing software to create a short film TBAT use video editing software to turn a film project into a finished movie and present it

Skills	Year 1	Year 2	Year 3/4	Year 4/5	Year 5/6
Text and Multimedia	□ Work with others and with support to contribute to a digital class resource which includes text, graphic and sound.				
Digital Images (photos, paint, animation)	□ Use a range of simple tools in a paint package / image manipulation software to create / modify a picture.				
Sound and music (inc sound recorders)	□ Chose suitable sounds from a bank to express their ideas. □ Record short speech.				
Electronic Communication					
Research and E Safety					
Control (algorithms)					
Handling information (databases and graphs)					
Modelling and simulations (spreadsheets, adventure games and simulations)					

Data logging (science and maths)					
Understanding Technologies (individual technologies)					
Understanding Technologies (networks)					
Understanding Technologies (the internet)					

STATUTORY GUIDANCE FOR INTRODUCTION IN SPECIFIED YEAR GROUPS FOR GPAS						
Skills	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Word	- TBAT form and use regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. -TBAT understand that suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) -TBAT understand how the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	- TBAT form nouns using suffixes such as –ness, –er - TBAT form nouns by compounding [for example, whiteboard, superman] - TBAT form adjectives using suffixes such as –ful, –less - TBATUse of the suffixes –er, –est in adjectives. - TBAT use –ly in Standard English to turn adjectives into adverbs.	- TBAT form nouns using a range of prefixes [for example super–, anti–, auto–] - TBAT use a or an according to whether the next word begins with a consonant or a vowel. - TBAT understand word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	- TBAT understand the grammatical difference between plural and possessive –s - TBAT use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	- TBAT convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] - TBAT use verb prefixes [for example, dis–, de–, mis–, over– and re–]	- TBAT understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] - TBAT understand how words are related by meaning as synonyms and antonyms [for example, big, large, little].- spelling lesson
Sentence	-TBAT understand how words can combine to make sentences. -TBAT join words and join clauses using 'and'	- TBAT use subordinating conjunctions (using when, if, that, because). - TBAT use co-ordination conjunctions (using or, and, but). - TBAT use expanded noun phrases for description and specification. - TBAT understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	- TBAT express time, place and cause using conjunctions [for example, when, before, after, while, so, because], - TBAT use and identify adverbs [for example, then, next, soon, therefore]. - TBAT use and identify prepositions [for example, before, after, during, in, because of].	-TBAT use noun phrases expanded by the addition of modifying adjectives. - TBAT use nouns and preposition phrases (e. g. the teacher expanded to: the strict maths teacher with curly hair) - TBAT use fronted adverbials [for example, Later that day, I heard the bad news.]	- TBAT use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. - TBAT indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	-TBAT use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. - TBAT understand and use the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, - TBAT identify and use the subjunctive forms such as If I were or Were they to come in some very formal writing and speech].
Text	- TBAT sequence sentences to form short narratives.	- TBAT consistenly use the present tense and past tense throughout writing. - TBAT use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	- TBAT introduce paragraphs as a way to group related material - TBAT use headings and sub-headings to aid presentation. - TBAT use the present perfect form of verbs instead of the simple past. [for example, He has gone out to play contrasted with He went out to play]	- TBAT use paragraphs to organise ideas around a theme. - TBAT make appropriate choices of pronoun or noun within and across sentences to aid cohesion and to avoid repetition.	- TBAT use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] - TBAT link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	- TBAT link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis - TBAT identify and use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	- TBAT separate words with spaces. - TBAT introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. - TBAT use capital letters for names and for the personal pronoun I.	- TBAT use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - TBAT use commas to separate items in a list -TBAT use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	- TBAT use inverted commas to punctuate direct speech.	- TBAT use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] - TBAT use apostrophes to mark plural possession [for example, the girl's name, the girls' names] - TBAT use commas after fronted adverbials..	- TBAT use brackets, dashes or commas to indicate parenthesis. - TBAT use commas to clarify meaning or avoid ambiguity.	-TBAT use semi-colons, colons and dashes to mark the boundary between independent clauses [for example, It's raining; I'm fed up]. - TBAT use the colon to introduce a list and use of semi-colons within lists - TBAT use the punctuation of bullet points to list information. - TBAT understand how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Composition	Write sentences by: - Saying out loud what they are going to write about. - Composing a sentence orally before writing it. - Sequencing sentences to form short narratives. -Re-reading what they have written to check that it makes sense. - Discuss what they have written with the teacher or other pupils. - Read their writing aloud, clearly enough to be heard by their peers and the teacher.	Develop positive attitudes towards and stamina for writing by: - Writing narratives about personal experiences and those of others (real and fiction). - Writing about real events. - Writing poetry. - Writing for different purposes. Consider what they are going to write by: - Planning or saying out loud what they are going to write about. - Writing down ideas and/or key words, including new vocabulary. - Encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: -Evaluating their writing with the teacher and other pupils. - Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. -Proofreading to check for errors in spelling, grammar and punctuation. -Read aloud what they have written with appropriate intonation to make the meaning clear.	Plan writing by: - Discussing writing simliar to that which they are planning to write in order to understand and learn from structure, vocabulary and grammar. - Discussing then recording ideas. Draft and write by: - Composing and rehearsing sentences orally, progressivly building a varied and rich vocabulary and an increasing range of sentence structures. - Organsing paragraphs around a theme. - In narratives creating settings, characters and plot. - In non-narratives, use organisational devices. Evaluate and edit by: - Assessing the effectiveness of their own and others' writinf and suggesting improvemnts. - Proposing changes to grammar and vocbulary to improve consistency, including the accurate use of pronouns in sentences. -Proofread for spelling and punctuation errors. - Read their own writing aloud, using appropriate intonation, tone and volume.		Plan 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. - noting and developing initial ideas, drawing on reading and research where necessary. - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. - précising longer passages. - using a wide range of devices to build cohesion within and across paragraphs. - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Evaluate and edit by: - Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing. - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. -Proofread for spelling and punctuation errors. -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

Narrative- writing to entertain	Narrative: sci fi, dilemma, traditional/ fairy stoires, familiar settings	Narrative: adventure, mystery, historical, legends, fantasy, myths.	Narrative: historical, science-fiction, humerous, Greek myths, fantasy, other cultures, classics	Narrative: adventure, flashbacks, mystery, other cultures.
Poetry- writing to entertain	Acrostics, modern verse, similes, performance poems	Rap, classics, kennings, performance poems	Riddles, acrostics, narrative	Modern verse, Performace, Narrative
Non-fiction	- **Instuctions** (DIY manual, D&T creation instructions, recipe, science experiment, packaging instructions). - **Recount to inform and entertain** (letter, biography, autobiography, write up about a trip, diary or journal entry). - **Non-chronological report to inform** (letter, science encyclopaedia, information leaflet, magazine article) - **Explanation to inform** (encyclopaedia entry, technical manual, science investigation) - **To persuade and entertain** (advertisements, travel brochure, complaint letter, magazine article)		**- Instructions to inform** (DIY manual, D&T creation instructions, recipe, science experiment, packaging instructions). **- Recount to inform and entertain** (letter, biography, autobiography, write up about a trip, newspaper report, diary or journal entry). **- Non-chronological report to inform** (letter, science encyclopaedia, information leaflet, magazine article) **- Explanation to inform** (encyclopaedia entry, technical manual, science investigation) **-To persuade and entertain** (advertisements, travel brochure, persuasive letter, complaint letter, magazine article) **-To discuss** (debate, newspaper article, leaflet, balanced/ discursive essay, school report)	
	Year 3	**Year 4**	**Year 5**	**Year 6**
Term 1	***Key Text: The Iron Man by Ted Hughes*** *Genres: Diary entry, poetry (similes), pesuasive writing, comic strip narrative*	***Key Text: Stitch Head by Guy Bass*** *Genres (discrete - links to topic): Non chronological reports, explanation texts, persuasive writing, adventure narrative*	***Key Text: CThe Jamie Drake Equation by Christopher Edge*** *Genres: Descriptive writing, scientific encyclopaedia entry, newspaper report, sci-fiction narrative.*	***Key Text: Holes by Louis Sachar*** *Genres: Setting description, recount (agony aunt letter), formal persuasive letter, persuasive advert, school report, balanced discussion, adventure narrative.* *Discrete- Stories from other cultures (linked to Mayan Civilisation).*
Term 2	***Key Text: Ug by Ramond Briggs*** *Genres: Instructions, setting desctription narrative, character description, diary entry, non-chronological report, dialogue, descritpive narrative*	***Key Text: Beowulf by Anonymous*** *Genres: Non chronological reports, historical narrative, performance poetry, kenning poetry, recounts*	***Key Text: Spymaster by Deborah Chancellor*** *Genres: Historical narrative, diary entry, persuasive advert, playscript, setting description*	***Key Text: Letters from the Lighthouse by Emma Carroll*** *Genres: Newspaper report, informal letter, explanation (how a lighthouse works), adventure narrative, personification poetry.* *Discrete: Narrative with flashbacks (The Piano),*
Term 3	***Key Text: Escape from Pompeii by Christina Balit*** *Genres: setting description, poetry (narrative) persuasive letter, dilemma narrative, non chronological report*	***Key Text: Arthur and the Golden Rope by Joe Todd*** *Genres: Historical narrative, persuasive writing* *myths, recounts* Discrete (linked to topic): non-chronological and diary entry	***Key Text: London Eye Mystery by Siobahn Dowd*** *Genres: Shape poetry, non-chronological report (London Eye), diary enrty, newspaper report, emotive broadcast,* *Discrete: Narrative poety (rivers), balanced*	***Key Text: Rose Blanche by Ian McEwan*** *Genres: Descriptive writing, advisory letter, historical non-chronological report.* *Discrete Mystery Narrative (Alma)*

Term 4	***Key Text: The Great Kapok Tree by Lynne Cherry*** *Genres: rhyming poetry, explanation text, playscripts,*	***Key Text: Sky Song by Abi Elphinstone*** *Genres:Non-chronological reports, explanations, narrative, recounts* *Discrete: Pixels - Fantasy Narrative*	*discursive essay,*	***Key Text: Moth- an Evolution Story by Isabel Thomas & Darwin's Dragons by Lindsay Galvin*** *Genres: Narrative poetry, biography, scientific encyclopaedia entry, formal recount letter, adventure narrative.*
Term 5	***Key Text: The King Who Banned The Dark by Emily Howorth-Booth*** *x* *Genres: adventure narrative, rhyming poems, writing in role recount, monologue, narrative*	***Key Text: Flotsam By David Weisner & Man Fish by Jennifer Berne*** *Genres: Poetry, biographies, persuasive letters*	***Key Text: Who Let the Gods Out? by Maz Evans*** *Genres: Greek Myth narrative, balanced arguement, formal letter, travel broshure entry (river tour).*	***Key Text: Pig Heart Boy by Malorie Blackman*** *Genres: Dilemma writing, discursive letter, emotive poetry*
Term 6	***Key Text: Krindlekrax by Philip Ridley*** *Genres: persuasive letter, letter to give advice (inform), dialogue, diary entry, narrative (alternate ending)*	***Key Text: Varjak Paw by SF Said*** *Genres: Recounts, narrative, drama and role play*	***Key Text: Skellig by David Almond*** *Genres: Fantasy narrative, instuctions,* *Discrete- Newspaper Report (platinum jubilee), scientific explanation, school report.*	***Key Text: MacBeth by WIlliam Shakespeare.*** *Genres: Diary entry, radio news report.* *Discrete- Newspaper Report- topical event, Letter of advice for new Year 6, school report*
		Possible changes:		
		Iceland - persuasive leaflet		
		Instuctions - directions or making biscuits		
		Letter of complaint - Blue Abyss		

PINK IS NEW CONTENT THAT IS A STATUTORY REQUIREMENT TO BE INTRODUCED IN THE SPECIFIED YEAR GROUP						
Skills	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Term 1			Revision: TBAT identify different sentence types (statement, command, exclamation and question). TBAT identify word classes (noun, adjective, adverb and verb) -TBAT identify and write noun phrases and expanded noun phrases. -TBAT use commas in a list.	Revision: TBAT identify word classes (noun, adjective, adverb, verb, preposition and conjunction) TBAT identify co-ordinating and subordinating conjunctions. TBAT use a wider range of subordinating conjunctions to express time, place and cause. TBAT understand the grammatical difference between plural and possessive –s	<u>Recap prior learning.</u> TBAT identify word classes (including nouns, verbs, subordinating and co-ordinating conjunctions, pronouns, adverbs, prepositions and determiners). TBAT indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] TBAT identify main and subordinate clauses.	TBAT identify different types of nouns (common, proper, collective and abstract). - TBAT identify and use the subjunctive forms such as If I were or Were they to come in some very formal writing and speech]. TBAT identify and convert between the four different sentence types. TBAT identify main and subordinate clauses, including the subordinating conjunction. TBAT understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] TBAT identify relative pronouns and insert and identify relative clauses. TBAT correctly insert and use hyphens and dashes.
Term 2			Recap prior learning. TBAT use s a or an according to whether the next word begins with a consonant or a vowel. TBAT use apostrophes for omission and singular possession. TBAT identify and use adverbs to express time, place or cause. TBAT use inverted commas to punctuate direct speech.	Recap prior learning. TBAT identify and use subordinating conjunctions and subordinate clauses. TBAT use noun phrases expanded by the addition of modifying adjectives. TBAT identify and use expanded noun phrases by modifying adjectives, nouns and preposition phrases TBAT explore understand and identify common, proper, abstract and collective nouns.	Recap prior learning. TBAT identify phrases and clauses. TBAT identify and use noun phrases and expanded noun phrases. TBAT identify and use relative pronouns. TBAT use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	TBAT identify phrases and clauses. TBAT identify active and passive voice and convert between them. TBAT understand how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] TBAT use and identify adverbials. TBAT identify different word classes. TBAT identify, use and know the difference between co-ordinating and subordinating conjunctions. TBAT correctly insert semi-colons and colons for lists and to separate clauses. TBAT identify modal verbs and explain degrees of possibility using synonyms. TBAT identify prepositions.
Term 3			Recap prior learning. TBAT use and identify prepositions [for example, before, after, during, in, because of]. TBAT identify and use co-ordinating and subordinating conjunctions to express time, place and cause. TBAT to identify and write subordinate clauses, using and identifying subordinating conjunctions.	Recap prior learning. TBAT identify the full range of determiners. TBAT identify and use pronouns and possessive pronouns. TBAT understand and use fronted adverbials followed by a comma.	Recap prior learning. TBAT identify and use adverbials of time [for example, later], place [for example, nearby] and number. TBAT identify and use fronted adverbials (with a comma after). TBAT identify and use the present perfect form and past perfect tense. TBAT make subjects and verb agree (singular and plurals). TBAT insert capital letters into a sentence, explaining their use.	TBAT identify and convert between different tenses including (simple past, present and future; past, present and future perfect and past and present progressive). TBAT identify where ellipsis should be used to avoid repetition. TBAT convert between singular and plural. TBAT identify subject, object, verb and article. TBAT correctly punctuate direct speech and convert to reported speech. TBAT identify different types of pronouns. TBAT revise determiners. TBAT revise formal and informal language. TBAT identify where capital letters should be placed in a sentence. TBAT identify the difference between subordinating conjunctions and prepositions. (e.g. after)
Term 4			Recap prior learning. TBAT use paragraphs to group related material. TBAT use headings and sub-headings to organise written work. TBAT know the term 'word family' and identify and use common words which belong to the same family. TBAT understand and use the prefixes: un-, dis-, mis-, re-, in-, il-, im- and ir-.	Recap prior learning. TBAT understand, use and correct Standard English for verb infections (including did/done and was/were). TBAT use paragraphs to organise ideas around a theme. TBAT consolidate identifying and forming present, past and present perfect verb forms. TBAT fully punctuate direct speech with inverted commas and other punctuation, including capital letters, commas, punctuation inside and new speaker=new line). TBAT use and identify apostrophes for contraction and possession. - TBAT use apostrophes to mark plural possession [for example, the girl's name, the girls' names]	Recap prior learning. TBAT use I and me correctly. TBAT change nouns or adjectives into verbs using the suffixes –ate, -ise, ify and –en. TBAT use apostrophes for possession and omission (including plurals) TBAT understand and identify antonyms. TBAT modify the meaning of a verb using the prefixes dis-, de-, mis-, over-, re- and pre— without changing the word class.	Revise all prior learning

Term 5			Recap prior learning. TBAT identify tense and to form present and past forms of regular and irregular verbs. TBAT identify and use the present perfect verb form. TBAT understand and use the prefixes: super-, auto-, anti-, sub- and inter-	Recap prior learning. TBAT revise understanding and use of the prefixes: un-, dis-, mis-, re-, in-, il-, im- and ir-. TBAT revise understanding and use of the prefixes: super-, auto-, anti-, sub- and inter-. TBAT understand and extend their knowledge of homophones and near-homophones.	Recap prior learning. TBAT use brackets, dashes and commas to indicate parenthesis. TBAT correctly use commas to clarify meaning and avoid ambiguity. TBAT identify and use idioms in informal and speech writing	End of Key Stage 2 SATS
Term 6			Revision of all prior learning and plug any assessment gaps	Revision of all prior learning and plug any assessment gaps	Revision of all prior learning and plug any assessment gaps	

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	- The sounds /f/ and /s/ spelt ff and ss. - The sounds /l/. /k/, /z/ spelt ll, zz, ck. - Adding the suffixes -ing, -ed, -er to words where no change is needed to the root word. - The sound spelt n beofre g -ng.The sound k spelt nk. -The sound /ch/ spelt ch. and tch. - The sound /v/ and the /v/ sound spelt ve at the end of words.	- The sound /n/ spelt kn and gn at the beginning of words. - The sounds /r/ spelt wr. - The sound /s/ spelt /c before e, i and y. - The sound /j/ spelt -dge and -ge - The sound /j/ often spelt with g before e,i and y and j before o, u and a. - Common exception words.	- Words with the long /ei/ sound, spelt ei. - Words with the long /ei/ sound spelt ey. - Words with the long /ei/ sound spelt ai. - Words with a long /ei/ sound spelt ear. - Homophones and near homophones.	- Words with /aw/ spelt -augh and -au - Adding the prefix in- (meaning not or into) - Adding the prefix im- before a root word starting with a p or m. - Adding the prefix il- and ir- -Homophones and near homophones - Words with /shun/ spelt -sion for root words ending se, de or d *SF Rule 13*	- Words ending with -cious - Words ending with -tious and -ious *SF Rule 37* - Words with a short /i/ sound, spelt with y - Homophones and near homophones.	- Ambitious synonyms (adjectives) - Homophones and near homophones (nouns -ce/-cy verbs -se/ -sy) - Adjectives ending -ant into nouns ending -ance -ancy. *SF Rule 39* - Adjectives ending -ent into nouns ending --ence/ -ency. *SF Rule 40* - Hyphens vowel to vowel. - Hyphens to join compound adjectives to avoid ambiguity. *SF Rule 44*
Term 2	- The digraphs 'ai' and 'oi' are hardly ever used at the ends of words. - The digraphs 'ay' and 'oy'. - The sound /oa/ spelt with the vowel digraphs 'oa', ow, oe. - The sound /ee/ spelt e and the vowel digraph 'ee'. - The vowel digraph 'ea'. - The vowel digraph 'ie' making the /igh/ and /ee/ sounds.	- The sound /l/ spelt le. - The sound /l/ spelt -el. - The sound /l/ spelt -il and -al. - The sound /igh/ spelt with a y. - Adding -ies to nouns ending in -y.	- Creating adverbs using the suffix -ly. - Creating adverbs using the suffix -ly, where the word ends in a y. - Creating adverbs using the suffix -ly where the word ends in le. - Creating adverbs using the suffix -ly, where the word ends in ic or al. - Creating suffixes using the suffix -ly- exceptions. *SF Rule 8* - Statutory Spellings Challenge Words	- Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') - Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') *SF Rule 13* - Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) - Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in c' or 'cs') *SF Rule 14* - Words with 'ough' to make a long /o/, /oo/ or /or/ sound - Statutory Spelling challenge words	- Words with silent letters *SF Rule 47* - Modal verbs - Words ending in -ment - Adverbs of possibility and frequency - Statutory spellings- challenge words.	- able *SF Rule 41* - ably - Word families - Creating diminuitives using prefixes mico or mini.
Term 3	- The trigraph igh. - The vowel digraph ar. - The vowel digraph er. - The vowel digraph ir and ur. - Adding er and est to words where no change is needed to the root word. - Days of the week and common exception words.	- Adding -ed, -er or -est to words ending in a y with a consonant before it. - Adding -ing to a word ending in y with a consonant before it. - Adding - ing, -er, -est, -ed, and y to words ending in e with a consonant before it. - Adding -ing, -ed, -er, -est and y to one syllable words ending in a single consonant after a single vowel. - The sound /or/ spelt a before l or ll. Common exception words.	- Words with a short /i/ sounds spelt with a y. *SF Rule 2* - Adding suffixes beginning with a vowel (er, ed, ing), where the letter isn't doubled. - Adding suffixes beginning with a vowel (er, ed, en, ing), where the final consonant is doubled. - Creating negative meanings using the prefix mis-. - Creating negative meanings using the prefix dis- - Words with a /k/ spelt with ch. *SF Rule* 15	- Homophones and near homophones - Nouns ending in -ation *SF Rule 7* - Adding the prefix sub- and super- *SF Rule 6* - Plural possessive apostrophes	- Creating nouns using -ity suffix. - Creating nouns using -ness suffix. - Homophones and near homophones	- Adding suffixes beginning with vowel letters to words ending in -fer. *SF Rule 43* - Words with a long e sound ie or ei (after c) *SF Rule 45* - Word families - Statutory Spellings- challenge words
Term 4	- The sound /k/ spelt with k not c before e, i and y. - The splt vowel digraphs a-e and e-e. - The split vowel digraph i-e and o-e. - The /yoo/ and /oo/ sounds splet with the split digraph u-e. - The vowel digraph 'oo'. - The sounds /oo/ and /yoo/ spelt ue and ew.	-The sounds /u/ spelt with o. - The sound /ee/ spelt with ey. - The /o/ sound spelt with a after w and qu. - The stressed -er spelt with or after w and the sound /or/ spelt ar after w. - The sound /zh/ spelt s. - Common exception words.	- Homophones and near homophones. - Adding the prefixes bi- and re-. - Words ending in the /g/ sound spelt gue and t - Words with a /sh/ sound spelt ch. *SF Rule 16* - Statutory spellings challenge words.	- Words with /s/ spelt sc *SF Rule 18* - Soft c spelt ce - Soft c spelt ci - Word famililes - Statutory Spellings challenge words	- Words with a long /o/ sound spelt 'ou' or 'ow' - Convert nouns or adjectives into verbs using the suffix -ate - Convert nouns or adjectives into verbs using the suffix -ise - Convert nouns or adjectives into verbs using the suffix -ify - Convert nouns or adjectives into verbs using the suffix -en	- Words with endings which sound like /shuhl/ after a vowel letter *SF Rule 38* - Words with endings which sound like /shuhl/ after a consonant letter - Words with a 'soft c' spelt /ce/ - Word families - Statutory Spellings- challenge words.
Term 5	- The vowel digraphs 'ow' and 'ou'. - Words ending with the sound /e/ spelt y. - The vowel digraph 'or and trigraph 'ore'. - The vowel digraphs 'aw' and 'au'. - The vowel trigraph 'air' and 'are' - The vowel trigraph 'ear'	-The suffixes -ment, -ness and -ful. - The suffixes -less and -ly. - Words ending in -tion. - Contractions. - The possessive apostrophe. -Common exception words.	- Words ending in -ary. - Words with a short /u/ sound splt with an o. - Words with a short /u/ sound spelt ou. *SF Rule 3* - Word families based on common words.	-Prefix inter- - Prefix anti- - Prefix auto- *SF Rule 5* - Prefix non- - Words ending -er or -ar	- Words containing the letter string -ough *SF Rule 46* - Adverbials of time - Adverbials of place - Words with an ear sound spelt ere. - Statutory spelling challenge words.	- Word families - Words that can be nouns and verbs - Words with a long /o/ sound spelt 'ou' or 'ow' - Words ending in -ible *SF Rule 42* - Words ending in -ibly.
Term 6	- New consonant spelling ph and wh. - Adding the prefix 'un' withe no changes. - Adding s and es to words. - Compound words. - Read words with contractions. - Common exception words.	- Homophones and near homophones. - Conjunctions - Months of the year/ time. - Question words - SPaG terms.	- Words ending with the suffix -al. - Words ending with a /zhuh/ sounds spelt with sure. - Words ending with a /zhuh/ sound spelt with ture.*SF Rule 9* - Silent letters revision.	- Suffix -ous *SF Rule 11 and 12* - Adverbials of frequency and possibility - Adverbials of manner	- Unstressed vowels in polysyllabic words - Adding verb prefixed de- and re- - Adding verb prefix over- - Convert nouns or verbs into adjectives using -ful - Convert nouns or verbs into adjectives using -ive - Convert nouns or verbs into adjectives using -al	- Synonyms and antonyms

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Number: Place Value, addition and subtraction	Number: Place Value, addition and subtraction	Number: Place Value, addition and subtraction	Number: Place Value, Four Operations, Percentages
Autumn 2	Number: Addition & Subtraction, Multiplication & Division	Multiplication and division Fractions	Number: Addition & Subtraction, Multiplication & Division	Fractions, decimals, percentages. Measures Geometry
Spring 1	-Number: Multiplication & Division -Fractions	Place value Decimals Shape	Fractions, decimals and percentages Multiplication and division.	Algebra, ratio, shape, geometry, statistics
Spring 2	- Fractions -Measurement: Money, and length & perimeter	Revise Calculation Multi step problems Decimals/Rounding Measurements (Length, time, money)	Decimals Measurement: Perimeter and area, Money	Number, fractions, FDP, revision
Summer 1	-Measurement: Time, mass and capacity.	Statistics Geometry	Geometry: Properties of shape Geometry: Position & direction	Revision SATS TESTS
Summer 2	-Geometry -Statistics	Fractions Measurements including time	Measuring and converting units Measurement: Volume	Investigations Open-ended problems Algebra Pythagoras Theorem Introduction to Year 7 maths

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Counting	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number, count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens, given a number, identify one more and one less		Count from 0 in multiples of 4, 8, 50 and 100;find 10 or 100 more or less than a given number.	Count backwards through zero to include negative numbers.Count in multiples of 6, 7, 9, 25 and 1000,find 1000 more or less, than a given number.	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Count forwards or backwards in steps of powers of 10 for any given number up to 1000 000.	Use negative numbers in context, and calculate intervals across zero.
Comparing numbers	Use the language of: equal to, more than, less than (fewer), most, least	compare and order numbers from 0 up to 100; use <, > and = signs	compare and order numbers up to 1000	Order and compare numbers beyond 1000, compare numbers with the same number of decimal places up to two decimal places (copied from Fractions)	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)	Read, write, order and compare numbers up to 10 000000 and determine the value of each digit (appears also in Reading and Writing Numbers)
Identifying, Representing and Estimating numbers	Identify and represent numbers using objects and pictorial representations including the number line	Identify, represent and estimate numbers using different representations, including the number line	Identify, represent and estimate numbers using different representations.	Identify, represent and estimate numbers using different representations		
Reading and writing numbers	read and write numbers from 1 to 20 in numerals and words.	Read and write numbers to at least 100 in numerals and in words	read and write numbers up to 1000 in numerals and in words. tell and write the time an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (copied from Measurement)	read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Comparing Numbers). read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Understanding Place Value)
Understanding place value		Recognise the place value of each digit in a two-digit number (tens, ones)	recognise the place value of each digit in a threedigit number tens, ones)	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) find the effect one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths (copied from Fractions)	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers) recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (copied from Fractions)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers) identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places (copied from Fractions)
Rounding				Round any number to the nearest 10, 100 or 1 000. Round decimals with one decimal place to the nearest whole number. (copied from Fractions)	Round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000. Round decimals with two decimal places to the nearest whole number and to one decimal place (copied from Fractions).	Round any whole number to a required degree of accuracy. Solve problems which require answers to be rounded to specified degrees of accuracy (copied from Fractions).
Problem solving		Use place value and number facts to solve problems	Solve number problems and practical problems involving these ideas.	Solve number and practical problems that involve all of the above and with increasingly large positive numbers	solve number problems and practical problems that involve all of the above	Solve number and practical problems that involve all of the above

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number Bonds	represent and use number bonds and related subtraction facts within 20	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				
Mental Calculation	add and subtract onedigit and two-digit numbers to 20, including zero. read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)	add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers. show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds		add and subtract numbers mentally with increasingly large numbers	perform mental calculations, including with mixed operations and large numbers. use their knowledge of the order of operations to carry out calculations involving the four operations
Written Methods	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)		add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	
Inverse Operations, Estimating and Checking Answers		recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	estimate the answer to a calculation and use inverse operations to check answers	estimate and use inverse operations to check answers to a calculation	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Problem Solving	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9	solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods. solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (copied from Measurement)	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Solve problems involving addition, subtraction, multiplication and division

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division Facts	Count in multiples of twos, fives and tens (copied from Number and Place Value).	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward (copied from Number and Place Value). Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	Count from 0 in multiples of 4, 8, 50 and 100 (copied from Number and Place Value). Recall multiplication and division facts for multiplication tables up to 12 × 12.	Count in multiples of 6, 7, 9, 25 and 1 000 (copied from Number and Place Value). Recall multiplication and division facts for multiplication tables up to 12 × 12.	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 (copied from Number and Place Value).	
Mental Calculation		Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times onedigit numbers, using mental and progressing to formal written methods (appears also in Written Methods).	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations (appears also in Properties of Numbers).	multiply and divide numbers mentally drawing upon known facts. multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Perform mental calculations, including with mixed operations and large numbers. Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3 /8) (copied from Fractions)
Written Calculation		Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) sign.	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods (appears also in Mental Methods).	Multiply two-digit and three-digit numbers by a onedigit number using formal written layout.	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Use written division methods in cases where the answer has up to two decimal places (copied from Fractions (including decimals)).

Multiples, Factors, Primes, Square and Cube Numbers				Recognise and use factor pairs and commutativity in mental calculations (repeated).	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).	Identify common factors, common multiples and prime numbers use common factors to simplify fractions; use common multiples to express fractions in the same denomination (copied from Fractions). Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm3) and cubic metres (m3), and extending to other units such as mm3 and km3 (copied from Measures)
Order of Operations						Use their knowledge of the order of operations to carry out calculations involving the four operations.
Inverse Operations, Estimating And Checking Answers			Estimate the answer to a calculation and use inverse operations to check answers (copied from Addition and Subtraction).	Estimate and use inverse operations to check answers to a calculation (copied from Addition and Subtraction).		Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Problem Solving	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	Solve problems involving addition, subtraction, multiplication and division. Solve problems involving similar shapes where the scale factor is known or can be found (copied from Ratio and Proportion).

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Counting In Fractional Steps		Pupils should count in fractions up to 10, starting from any number and using the1/2 and 2/4 equivalence on the number line (Non Statutory Guidance)	count up and down in tenths	count up and down in hundredths		
Recognising Fractions	recognise, find and name a half as one of two equal parts of an object, shape or quantity. recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten		
Comparing Fractions			compare and order unit fractions, and fractions with the same denominators		compare and order fractions whose denominators are all multiples of the same number	compare and order fractions, including fractions >1
Comparing Decimals				compare numbers with the same number of decimal places up to two decimal places	read, write, order and compare numbers with up to three decimal places	identify the value of each digit in numbers given to three decimal places
Rounding Including Decimals				round decimals with one decimal place to the nearest whole number	round decimals with two decimal places to the nearest whole number and to one decimal place	solve problems which require answers to be rounded to specified degrees of accuracy
Equivalence (Including Fractions, Decimals and Percentages)		write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 .	recognise and show, using diagrams, equivalent fractions with small denominators	recognise and show, using diagrams, families of common equivalent fractions. **recognise and write decimal equivalents of any number of tenths or hundredths. recognise an equivalents to 1/4, 1/2 and 3/4**	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. **read and write decimal numbers as fractions (e.g. 0.71 = 71/100)** recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. **recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction**	use common factors to simplify fractions; use common multiples to express fractions in the same denomination. **associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8).** recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
Addition and Subtraction of Fractions			add and subtract fractions with the same denominator within one whole (e.g. 5/7+1/7=6/7)	add and subtract fractions with the same denominator	**add and subtract fractions with the same denominator and multiples of the same number.** recognise mixed numbers fractions and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. 2/5+4/5=6/5= 1 1/5)	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent recognise mixed numbers fractions

Multiplication and Division Of Fractions					multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. 1/4 x 1/2= 1/8)
Multiplication and Division Of Decimals						
Problem Solving						

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ratio and Proportion						Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comparing and Estimating	Compare, describe and solve practical problems for: * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] * mass/weight [e.g. heavy/light, heavier than, lighter than] * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] * time [e.g. quicker, slower, earlier, later]. Sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].	Compare and order lengths, mass, volume/capacity and record the results using >, < and =. Compare and sequence intervals of time.	Compare durations of events, for example to calculate the time taken by particular events or tasks. -Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Telling the Time).	Estimate, compare and calculate different measures, including money in pounds and pence (also included in Measuring).	Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm 2) and square metres (m 2) and estimate the area of irregular shapes (also included in measuring). Estimate volume (e.g. using 1 cm3 blocks to build cubes and cuboids) and capacity.	Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm 3) and cubic metres (m 3), and extending to other units such as mm 3 and km 3 .
Measuring and Calculating	Measure and begin to record the following: * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds).	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). - Measure the perimeter of simple 2-D shapes.	Estimate, compare and calculate different measures, including money in pounds and pence (appears also in Comparing). -Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.	Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling. -Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (appears also in Converting). -Recognise that shapes with the same areas can have different perimeters and vice versa.
Measuring and Calculating	Rcognise and know the value of different denominations of coins and notes.	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. -Find different combinations of coins that equal the same amounts of money. -Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	Add and subtract amounts of money to give change, using both £ and p in practical contexts.	Find the area of rectilinear shapes by counting squares.	Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm 2) and square metres (m 2) and estimate the area of irregular shapes. - Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) (copied from Multiplication and Division).	Calculate the area of parallelograms and triangles. -Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm 3) and cubic metres (m 3), and extending to other units [e.g. mm 3 and km 3]. - Recognise when it is possible to use formulae for area and volume of shapes.

Telling The Time	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. -Recognise and use language relating to dates, including days of the week, weeks, months and years.	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. -Know the number of minutes in an hour and the number of hours in a day. (appears also in Converting)	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. -Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. (appears also in Comparing and Estimating)	Read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting). -Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. (appears also in Converting)	Solve problems involving converting between units of time.	
Converting		Know the number of minutes in an hour and the number of hours in a day. (appears also in Telling the Time)	Know the number of seconds in a minute and the number of days in each month, year and leap year.	Convert between different units of measure (e.g. kilometre to metre; hour to minute). -Read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting). -Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. (appears also in Telling the Time).	Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). -Solve problems involving converting between units of time. -Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints.	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. -Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (appears also in Measuring and Calculating). -Convert between miles and kilometres.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identifying Shapes and their Properties	Recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. -Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. - Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].		Identify lines of symmetry in 2-D shapes presented in different orientations.	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.	Recognise, describe and build simple 3-D shapes, including making nets (appears also in Drawing and Constructing). -Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
Drawing and Constructing			-Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.	Complete a simple symmetric figure with respect to a specific line of symmetry.	Draw given angles, and measure them in degrees (o).	-Draw 2-D shapes using given dimensions and angles. -Recognise, describe and build simple 3-D shapes, including making nets (appears also in Identifying Shapes and Their Properties).
Comparing and Classifying		Compare and sort common 2-D and 3-D shapes and everyday objects.		Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	-Use the properties of rectangles to deduce related facts and find missing lengths and angles. -Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
Angles			-Recognise angles as a property of shape or a description of a turn. -Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. -Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	Identify acute and obtuse angles and compare and order angles up to two right angles by size.	-Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. -Identify: *angles at a point and one whole turn (total 360o) *angles at a point on a straight line and ½ a turn (total 180o) *other multiples of 90o	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Position, Direction and Movement	Describe position, direction and movement, including half, quarter and three-quarter turns.	Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).		-Describe positions on a 2-D grid as coordinates in the first quadrant. -Describe movements between positions as translations of a given unit to the left/right and up/down. -Plot specified points and draw sides to complete a given polygon.	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	-Describe positions on the full coordinate grid (all four quadrants). -Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Pattern		Order and arrange combinations of mathematical objects in patterns and sequences.				

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interpreting, Constructing and Presenting Data		-Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. -Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. -Ask and answer questions about totalling and comparing categorical data.	Interpret and present data using bar charts, pictograms and tables.	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	Complete, read and interpret information in tables, including timetables.	Interpret and construct pie charts and line graphs and use these to solve problems.
Solving Problems			Solve one-step and twostep questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Solve comparison, sum and difference problems using information presented in a line graph.	Calculate and interpret the mean as an average.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6					
Equations	-Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9 (copied from Addition and Subtraction). -Represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction).	-Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. (copied from Addition and Subtraction). -Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and Subtraction).	-Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. (copied from Addition and Subtraction). -Solve problems, including missing number problems, involving multiplication and division, including integer scaling (copied from Multiplication and Division).		-Use the properties of rectangles to deduce related facts and find missing lengths and angles (copied from Geometry: Properties of Shapes).	-Express missing number problems algebraically. -Find pairs of numbers that satisfy number sentences involving two unknowns. -Enumerate all possibilities of combinations of two variables.					
Formulae				Perimeter can be expressed algebraically as 2(a + b) where a and b are the dimensions in the same unit. (Copied from NSG measurement).		-Use simple formulae. to use formulae for area and volume of shapes (copied from Measurement). linear number sequences.				-Recognise when it is possible -Generate and describe	
Sequences	Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement).	-Compare and sequence intervals of time (copied from Measurement). -Order and arrange combinations of mathematical objects in patterns (copied from Geometry: position and direction) .				Generate and describe linear number sequences.					