HANGING HEATON C OF E (VC) J&I SCHOOL
CURRICULUM DOCUMENT 2020
CONTENTS

1. Our Curriculum Vision

At Hanging Heaton CE (VC) J&I School, we value the diverse community we serve. Children benefit from a strong home-school partnership to support their development and learning. While we work to support the pockets of disadvantaged children in our community, we also work to ensure the significant proportion of children who achieve the very highest outcomes are appropriately challenged and supported to fulfil their potential.

As a Church school with Christian values, we work to support the personal development, well-being and mental health of everyone in our community. We value every member of our community and believe that all should feel a strong sense of belonging to our school.

Children and their learning are at the heart of all that we do.

Every aspect of the curriculum at Hanging Heaton CE (VC) J&I School is valued.

Strategic intent

To develop a curriculum which:

- will promote high standards academically.
- will inspire our children to demonstrate their individual talents and interests.
- will prepare learners for their future and allow them to be valued and responsible citizens who are independent thinkers, curious and motivated to achieve.
- will serve our distinct school community to achieve our wider school aims and promote our Christian values.

Curriculum principles

Children will leave Hanging Heaton CE (VC) J&I School with the necessary knowledge and skills to achieve the best possible outcomes, fulfil their potential and move on to the next phase of education as successful, ambitious and hard-working learners. Pupils leave Hanging Heaton CE (VC) J&I School feeling secure with happy memories, as confident and able learners, and as fully-rounded, positive citizens of the world.

Our curriculum is designed to ensure they are skilled readers, writers, mathematicians, scientists, historians, musicians and artists.

We believe every learning opportunity counts.

The curriculum at Hanging Heaton CE (VC) J&I School is designed so that children develop their academic, social and cultural capital.

Implementation
Content and Sequence

At Hanging Heaton CE (VC) J&I School outcomes for all our children are based on a broad and balanced progressive skills based curriculum. As children move through steps of this journey (each a logical

progression from previous learning), a series of clearly-specified components are taught before being applied to composite activities. The content of the curriculum is sequenced logically and is in line with national expectations. Teaching deliberately enables children to transfer their knowledge and skills across varied areas of the curriculum.

Teaching and Learning, Assessment and Feedback

Learning is at the core of what happens in classrooms. We believe that every lesson counts and teachers are experts in using the most engaging, immersive and effective strategies to teach children.
Formative assessment is a cornerstone of our pedagogy and prior knowledge is used as a component for new learning. When children are identified not to be on track to reach our high expectations for their learning, preventative action will be taken.

Memorable experiences at Hanging Heaton CE (VC) J&I School enrich our curriculum while long-term memory is embedded through strategies such as retrieval practice, and deliberately spaced, carefully interlinked learning. We understand that learning in the short-term can be invisible and that sustained mastery takes time.

Feedback is given in line with our feedback policy. Children are given immediate feedback on their strengths and areas to improve. This happens at every opportunity in every lesson. Feedback is also given against carefully-written success criteria: these are the components needed to achieve the learning intention. Feedback may also be given at a whole-class or group level, where a common misconception has been identified.

Impact

The impact of our curriculum is that by the end of each year, the vast majority of pupils have sustained mastery of the taught content. (They remember it, are able to do it and know it.) Children leave Hanging Heaton CE (VC) J&I School ready for their next stage in education with the knowledge and skills that they need to succeed. This is reflected in our strong data outcomes. Pupils' love of reading is palpable and born of the culture of reading that is growing throughout school. Children understand that expectations are consistently high in every subject, so pupils' work across the curriculum is of high quality and children take pride in all areas of their learning.

2. Maths Curriculum Intent, Implementation and Impact

Strategic intent

To **develop a curriculum which** develops lively, enquiring minds encouraging pupils to become self-motivated, confident and capable in order to solve problems that will become an integral part of their future.

The National Curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems

- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Children deserve:

- To be set appropriate learning challenges
- To be taught well and be given the opportunity to learn in ways that maximise the chances of success.
- To have adults working with them to tackle the specific barriers to progress they face.

Implementation

Content and Sequence

Long-term planning is deliberately spaced and includes opportunities to consolidate and rehearse for revision and over-learning of the content.

We believe mastery is achieved over time and through practice; this is reflected in the design of our maths curriculum.

Within each aspect, children have the opportunity to acquire/refine, practise/apply, and extend/deepen their learning. Each level of challenge builds on prior learning and extends thinking. Component steps are intentionally planned so learning is cumulative, to give all children the opportunity for deliberate practice and the tools to reach a greater depth standard when appropriate.

Teaching and Learning, Assessment and Feedback

Starting points are identified through accurate teacher assessment and/or prior learning.

The intended learning is always the focus of actions in the classroom. Activities and resources are carefully chosen and deliberately designed to focus effort towards practising the learning intentions.

Target books are used to personalise individual steps for learning.

Feedback is given is response to timely and continuous formative assessment in every lesson. Teachers use a range of formative assessment tools, including questions and observations to gauge children's level of understanding and knowledge. This is used to either offer support and scaffolds, or to give opportunities for greater challenge to deepen learning. Feedback is given in line with our feedback policy, including Green Pen Work to check, consolidate or challenge.

Starter and plenary activities allow children to become secure within their knowledge and skills. These are useful assessment opportunities: feedback is given to groups or the whole class as identified. Activities are used to revise previous content and address misconceptions as identified through observing children's work and responses.

Impact

2017				2018				2019			
KS1		KS2		KS1		KS2		KS1		KS2	
		Progress 2				Progress 0.2				Progress -1.2	
EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)
84	21	85	20	81	19	80	25	83	28	81	29

No ceiling is placed on any learner: teaching groups are flexible and adapted according to emerging learning needs and the level of support that is needed to enable all children to access the right curriculum content for their learning. Children speak positively about the ability to drive their learning through self assessment and the opportunities they have for extra practice time or additional challenge that the learning journey affords them.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard and as confident mathematicians, ready to take on the next stage in their education. High numbers achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School as confident, capable mathematicians and with a positive attitude towards maths.

2.1 Maths Progression Map Addition and Subtraction

Number: Addition and Subtraction

National Centre for Excellence in the Teaching of Mathematics

NUMBER BONDS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 one-digit and two-digit numbers to 20, including zero	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	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
read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot				use their knowledge of the order of operations to carry out calculations involving the four operations

WRITTEN METHODS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 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 simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (copied from Measurement)				Solve problems involving addition, subtraction, multiplication and division

2.2 Maths Progression Map Algebra

Algebra

National Centre for Excellence in the Teaching of Mathematics

EQUATIONS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and ***missing number problems*** *such as* $7 = \square - 9$ (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)	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
	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and Subtraction)				find pairs of numbers that satisfy number sentences involving two unknowns
represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction)					enumerate all possibilities of combinations of two variables

FORMULAE					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			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 *recognise when it is possible to use* ***formulae*** *for area and volume of shapes* (copied from Measurement)
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

2.3 Maths Progression Map Fractions

COUNTING IN FRACTIONAL STEPS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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, 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 hundredths arise when dividing an object by one hundred and dividing tenths by ten	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence)	
		recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.			
recognise, find and name a quarter as one of four equal parts of an object, shape or quantity		recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators			
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					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			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	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	use common factors to simplify fractions; use common multiples to express fractions in the same denomination
			recognise and write decimal equivalents of any number of tenths or hundredths	read and write decimal numbers as fractions (e.g. 0.71 = $^{71}/_{100}$)	associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$)
				recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	
			recognise and write decimal equivalents to $^1/_4$; $^1/_2$; $^3/_4$	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	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

ADDITION AND SUBTRACTION OF FRACTIONS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		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	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
				recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $^2/_5 + ^4/_5 = ^6/_5 = 1^1/_5$)	
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. $^1/_4 \times ^1/_2 = ^1/_8$)
					multiply one-digit numbers with up to two decimal places by whole numbers
					divide proper fractions by whole numbers (e.g. $^1/_3 \div 2 = ^1/_6$)

MULTIPLICATION AND DIVISION OF DECIMALS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					multiply one-digit numbers with up to two decimal places by whole numbers
			find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths		multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
					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
					associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$)
					use written division methods in cases where the answer has up to two decimal places

PROBLEM SOLVING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		solve problems that involve all of the above	solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	solve problems involving numbers up to three decimal places	
			solve simple measure and money problems involving fractions and decimals to two decimal places.	solve problems which require knowing percentage and decimal equivalents of $^1/_2$, $^1/_4$, $^1/_5$, $^2/_5$, $^4/_5$ and those with a denominator of a multiple of 10 or 25.	

2.4 Maths Progression Map Geometry – Position and Direction

Geometry: Position and Direction

National Centre for Excellence in the Teaching of Mathematics

POSITION, DIRECTION AND MOVEMENT					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	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)
			describe movements between positions as translations of a given unit to the left/right and up/down		draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
			plot specified points and draw sides to complete a given polygon		
PATTERN					
	order and arrange combinations of mathematical objects in patterns and sequences				

2.5 Maths Progression Map Geometry – Shape

IDENTIFYING SHAPES AND THIER PROPERTIES					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 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)
	identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces				illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
	identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]				
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 (°)	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					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
				distinguish between regular and irregular polygons based on reasoning about equal sides and angles	
ANGLES					
		recognise angles as a property of shape or a description of a turn		know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	
		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 acute and obtuse angles and compare and order angles up to two right angles by size	identify: * angles at a point and one whole turn (total 360°) * angles at a point on a straight line and ½ a turn (total 180°) * other multiples of 90°	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
		identify horizontal and vertical lines and pairs of perpendicular and parallel lines			

2.6 Maths Progression Map Measurement

COMPARING AND ESTIMATING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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]	compare and order lengths, mass, volume/capacity and record the results using >, < and =		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 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)	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.
sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	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)			

MEASURING and CALCULATING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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)	estimate, compare and calculate **different measures,** including **money in pounds and pence** (appears also in Comparing)	use all four operations to solve problems involving measure (e.g. **length, mass, volume, money**) using decimal notation including scaling.	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)
		measure the **perimeter** of simple 2-D shapes	measure and calculate the **perimeter** of a rectilinear figure (including squares) in centimetres and metres	measure and calculate the **perimeter** of composite rectilinear shapes in centimetres and metres	recognise that shapes with the same areas can have different **perimeters** and vice versa

MEASURING and CALCULATING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
recognise 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					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	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.	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting)		
recognise and use language relating to dates, including days of the week, weeks, months and years	know the number of minutes in an hour and the number of hours in a day. (appears also in Converting)	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)			
			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					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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)	convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	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
			read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting)	solve problems involving converting between units of time	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)
			solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Telling the Time)	understand and use equivalences between metric units and common imperial units such as inches, pounds and pints	convert between miles and kilometres

2.7 Maths Progression Map Multiplication & Division

MULTIPLICATION & DIVISION FACTS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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)	*count from 0 in multiples of 4, 8, 50 and 100* (copied from Number and Place Value)	*count in multiples of 6, 7, 9, 25 and 1 000* (copied from Number and Place Value)	*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)	
	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	recall multiplication and division facts for multiplication tables up to 12 × 12		
MENTAL CALCULATION					
		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 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	multiply and divide numbers mentally drawing upon known facts	perform mental calculations, including with mixed operations and large numbers
	show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		recognise and use factor pairs and commutativity in mental calculations (appears also in Properties of Numbers)	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	*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					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	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 one-digit 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	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 one-digit number using the formal written method of short division and interpret remainders appropriately for the context	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))

PROPERTIES OF NUMBERS: MULTIPLES, FACTORS, PRIMES, SQUARE AND CUBE NUMBERS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			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.	identify common factors, common multiples and prime numbers
				know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	*use common factors to simplify fractions; use common multiples to express fractions in the same denomination* (copied from Fractions)
				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})	*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* (copied from Measures)

ORDER OF OPERATIONS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					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					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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
				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 similar shapes where the scale factor is known or can be found* (copied from Ratio and Proportion)

2.8 Maths Progression Map Place Value

COUNTING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number			count backwards through zero to include negative numbers	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	use negative numbers in context, and calculate intervals across zero
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	count from 0 in multiples of 4, 8, 50 and 100;	count in multiples of 6, 7, 9, 25 and 1000	count forwards or backwards in steps of powers of 10 for any given number up to 1000 000	
given a number, identify one more and one less		find 10 or 100 more or less than a given number	find 1000 more or less than a given number		
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 10 000 000 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 (including Roman Numerals)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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		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, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Understanding Place Value)
		tell and write the time from 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 Roman numerals to 1000 (M) and recognise years written in Roman numerals.	
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 three-digit number (hundreds, tens, ones)	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	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 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)
			find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths (copied from Fractions)	*recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents* (copied from Fractions)	*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					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			round any number to the nearest 10, 100 or 1 000	round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000	round any whole number to a required degree of accuracy
			round decimals with one decimal place to the nearest whole number (copied from Fractions)	*round decimals with two decimal places to the nearest whole number and to one decimal place* (copied from Fractions)	*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

2.9 Maths Progression Map Ratio and Proportion

Statements only appear in Year 6 but should be connected to previous learning, particularly fractions and multiplication and division					
					Year 6
					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.

2.10 Maths Progression Map Statistics

Statistics

National Centre for Excellence in the Teaching of Mathematics

INTERPRETING, CONSTRUCTING AND PRESENTING DATA					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	interpret and construct simple pictograms, tally charts, block diagrams and simple tables	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
	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				
SOLVING PROBLEMS					
		solve one-step and two-step 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

2.11 Maths End Points By Year
EYFS:

Reception EYFS Maths Name:
40-60 Number
Recognise some numerals of personal significance. Recognises numerals 1 to 5.
• Counts up to three or four objects by saying one number name for each item.
• Counts actions or objects which cannot be moved.
• Counts objects to 10, and beginning to count beyond 10.
• Counts out up to six objects from a larger group.
• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
• Counts an irregular arrangement of up to ten objects.
• Estimates how many objects they can see and checks by counting them.
• Uses the language of 'more' and 'fewer' to compare two sets of objects.
• Finds the total number of items in two groups by counting all of them.
• Says the number that is one more than a given number.
• Finds one more or one less from a group of up to five objects, then ten objects.
• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
• Records, using marks that they can interpret and explain.
• Begins to identify own mathematical problems based on own interests and fascinations.
ELG Number Children count reliably with numbers 1 - 20, place them in order & say which number is one more/one less than a number.
Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
They solve problems, including doubling, halving and sharing.
GDS Number Children estimate a number of objects and check quantities by counting up to 20.
They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.
40-60 Shape, Space & Measure
Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
• Selects a particular named shape.
• Can describe their relative position such as 'behind' or 'next to'.
• Orders two or three items by length or height.
• Orders two items by weight or capacity.
• Uses familiar objects and common shapes to create and recreate patterns and build models.
• Uses everyday language related to time.
• Beginning to use everyday language related to money.
• Orders and sequences familiar events.
ELG Shape, Space & Measure
Children use everyday language to talk about size, weight, capacity, position, distance, time &money to compare quantities & objects & to solve problems.
They recognise, create and describe patterns.
They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
GDS Shape, Space & Measure
Children estimate, measure, weigh and compare and order objects.
They talk about properties, position and time.

Year 1 Maths Curriculum	**Name:**		
Numbers and the number system			
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			
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least			
read and write numbers from 1 to 20 in numerals and words			
Addition and subtraction			
read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs			
represent and use number bonds and related subtraction facts within 20			
add and subtract one-digit and two-digit numbers to 20, including zero			
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = _ – 9			
Multiplication and division			
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.			
Fractions and decimals			
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.			
Measurement			
compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later]			
measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)			
recognise and know the value of different denominations of coins and notes			
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]			
recognise and use language relating to dates, including days of the week, weeks, months and years			
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.			
Geometry			
recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]			
Describe position, direction and movement, including whole, half, quarter and three-quarter turns			

Year 2 Maths Curriculum	**Name:**		
Numbers and the number system			
count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward			
recognise the place value of each digit in a two-digit number (tens, ones)			
identify, represent and estimate numbers using different representations, including the number line			
compare and order numbers from 0 up to 100; use <, > and = signs			
read and write numbers to at least 100 in numerals and in words			
use place value and number facts to solve problems.			
Addition and subtraction			
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			
recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100			
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			
recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.			
Multiplication and division			
recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers			
calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs			
show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot			
solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts			
Fractions and decimals			
recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity			
write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2			
Measurement			
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			
compare and order lengths, mass, volume/capacity and record the results using >, < and =			
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			
compare and sequence intervals of time			
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.			
Geometry			
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]			
compare and sort common 2-D and 3-D shapes and everyday objects.			
order and arrange combinations of mathematical objects in patterns and sequences			
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)			
Statistics			
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.			

Year 3 Maths Curriculum	**Name:**		
Numbers and the number system			
count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number			
recognise the place value of each digit in a three-digit number (hundreds, tens, ones)			
compare and order numbers up to 1000			
identify, represent and estimate numbers using different representations			
read and write numbers up to 1000 in numerals and in words			
solve number problems and practical problems involving these ideas.			
Addition and subtraction			
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 with up to three digits, using formal written methods of columnar addition and subtraction			
estimate the answer to a calculation and use inverse operations to check answers			
solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction			
Multiplication and division			
recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables			
write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods			
solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.			
Fractions and decimals			
count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10			
count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10			
recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators			
recognise and show, using diagrams, equivalent fractions with small denominators			
add and subtract fractions with the same denominator within one whole [for example, 1/7 + 3/7 = 4/7]			
compare and order unit fractions, and fractions with the same denominators			
solve problems that involve all of the above.			
Measurement			
measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)			
measure the perimeter of simple 2-D shapes			
add and subtract amounts of money to give change, using both £ and p in practical contexts			
tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks			
estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight			
know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks].			
Geometry			
draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them			
recognise angles as a property of shape or a description of a turn			
identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle			
identify horizontal and vertical lines and pairs of perpendicular and parallel lines.			
Statistics			
interpret and present data using bar charts, pictograms and tables			
solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.			

Year 4 Maths Curriculum Name:			
Numbers and the number system			
count in multiples of 6, 7, 9, 25 and 1000			
find 1000 more or less than a given number			
count backwards through zero to include negative numbers			
recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)			
order and compare numbers beyond 1000			
identify, represent and estimate numbers using different representations			
round any number to the nearest 10, 100 or 1000			
solve number and practical problems that involve all of the above and with increasingly large positive numbers			
read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value			
Addition and subtraction			
add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate			
estimate and use inverse operations to check answers to a calculation			
solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why			
Multiplication and division			
recall multiplication and division facts for multiplication tables up to 12 × 12			
use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers			
recognise and use factor pairs and commutativity in mental calculations			
multiply two-digit and three-digit numbers by a one-digit number using formal written layout			
solve problems involving multiplying and adding, including using the distributive law			
to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.			
Fractions and decimals			
recognise and show, using diagrams, families of common equivalent fractions			
count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.			
solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number			
add and subtract fractions with the same denominator			
recognise and write decimal equivalents of any number of tenths or hundredths			
recognise and write decimal equivalents to ¼, ½, ¾			
find the effect of dividing a one- or two-digit number by 10 and 100, identifying the			
value of the digits in the answer as ones, tenths and hundredths			
round decimals with one decimal place to the nearest whole number			
compare numbers with the same number of decimal places up to two decimal places			
solve simple measure and money problems involving fractions and decimals to two decimal places.			
Measurement			
Convert between different units of measure [for example, kilometre to metre; hour to minute]			
measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres			
find the area of rectilinear shapes by counting squares			
estimate, compare and calculate different measures, including money in pounds and Pence			
read, write and convert time between analogue and digital 12- and 24-hour clocks			
solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.			
Geometry			
compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes			
identify acute and obtuse angles and compare and order angles up to two right angles by size			
identify lines of symmetry in 2-D shapes presented in different orientations			
complete a simple symmetric figure with respect to a specific line of symmetry. 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.			
Statistics			
interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.			
solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs			

Year5 Maths Curriculum Name:			
Numbers and the number system			
read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit			
count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000			
interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero			
round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000			
solve number problems and practical problems that involve all of the above			
read Roman numerals to 1000 (M) and recognise years written in Roman numerals.			
Addition and subtraction			
add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)			
add and subtract numbers mentally with increasingly large numbers			
use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy			
solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why			
Multiplication and division			
identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers			
identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers			
establish whether a number up to 100 is prime and recall prime numbers up to 19			
multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers			
multiply and divide numbers mentally drawing upon known facts			
divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context			
multiply and divide whole numbers and those involving decimals by 10, 100 and 1000			
recognise and use square numbers and cube numbers, and the notation for squared and cubed			
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			
Fractions and decimals			
compare and order fractions whose denominators are all multiples of the same number			
identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths			
recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number			
add and subtract fractions with the same denominator and denominators that are multiples of the same number			
multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams			
read and write decimal numbers as fractions [for example, 0.71 = 71/100]			
recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents			
round decimals with two decimal places to the nearest whole number and to one decimal place			
read, write, order and compare numbers with up to three decimal places			
solve problems involving number up to three decimal places			
recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal			
solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5 and 4/5 and those fractions with a denominator of a multiple of 10 or 25.			
Measurement			
convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)			
understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints			
measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres			
calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes			
estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]			
solve problems involving converting between units of time			
use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling			
Geometry			
identify 3-D shapes, including cubes and other cuboids, from 2-D representations			
know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles			
draw given angles, and measure them in degrees (o)			
identify: angles at a point and one whole turn (total 360o) , angles at a point on a straight line and , 1/2 a turn (total 180o) other multiples of 90o			
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.			
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			
Statistics			
solve comparison, sum and difference problems using information presented in a line graph			
complete, read and interpret information in tables, including timetables			

Year 6 Maths Curriculum	**Name:**		
Numbers and the number system			
read, write, order and compare numbers up to 10 000 000 and determine the value of each digit			
round any whole number to a required degree of accuracy			
use negative numbers in context, and calculate intervals across zero			
solv e number and practical problems that involve all of the above			
Addition, subtraction, multiplication and division			
multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication perform mental calculations, including with mixed operations and large numbers			
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			
divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context			
identify common factors, common multiples and prime numbers			
use their knowledge of the order of operations to carry out calculations involving the four operations			
solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why			
solve problems involving addition, subtraction, multiplication and division			
use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.			
Fractions and decimals			
use common factors to simplify fractions; use common multiples to express fractions in the same denomination □			
compare and order fractions, including fractions > 1			
add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions			
multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, ¼ x ½ = 1/8]			
divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6]			
associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]			
identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places			
multiply one-digit numbers with up to two decimal places by whole numbers			
use written division methods in cases where the answer has up to two decimal places			
solve problems which require answers to be rounded to specified degrees of accuracy			
recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.			
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.			
Algebra			
use simple formulae			
generate and describe linear number sequences			
express missing number problems algebraically			
find pairs of numbers that satisfy an equation with two unknowns			
enumerate possibilities of combinations of two variables.			
Measurement			
solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate			
use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places			
convert between miles and kilometres			
recognise that shapes with the same areas can have different perimeters and vice versa			
recognise when it is possible to use formulae for area and volume of shapes			
calculate the area of parallelograms and triangles			
calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other unit[for example, mm3 and km3].			
Geometry			
draw 2-D shapes using given dimensions and angles			
recognise, describe and build simple 3-D shapes, including making nets			
compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons			
illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius			
recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles			
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			
Statistics			
interpret and construct pie charts and line graphs and use these to solve problems			
calculate and interpret the mean as an average.			

2.12 Maths Teaching Sequences by Class: Class 1

Autumn 1	Reception	Year 1
	Baseline	• 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 • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals • practising ordering [first, second, third] • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20
Numbers – Counting and recognising numbers - Reception **Number – Number and place value –** **& Number addition and subtraction.** **Year 1** **2 weeks**	• Recognise some numerals of personal significance • Recognises numerals 1 to 5 (then 10 and 20) • Counts objects by saying one number name for each item • Counts actions or objects that cannot be moved • Records, using marks that they can interpret and explain • Counts out objects from a larger group • Selects the correct numeral to represent 1–5, then 1–10, then 1-20 objects • Counts an irregular arrangement of up to 10 objects •Counts objects to 10, and then beyond 10	
Number – Addition and subtraction **2 weeks**	• Finds the total number of items in two groups by counting all of them • In practical activities and discussion, beginning to use the vocabulary involved in adding • In practical activities and discussion, beginning to use the vocabulary involved in subtracting • Records, using marks that they can interpret and explain [in the context of adding and subtracting] • Begins to identify own mathematical problems based on own interests and fascinations	• read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = − 9
Shape, space and measures – Shape (2-D) & Shape, space and measures – Exploring patterns – Reception **Geometry – Properties of shapes – Year 1** **1 week**	• Beginning to use mathematical names for 'solid' 3-D shapes and 'fl at' 2-D shapes, and mathematical terms to describe shapes • Selects a particular named shape [2-D only] • Uses familiar objects and common shapes to create and recreate patterns and build models • Recognises, creates and describes patterns.	• recognise and name common 2-D shapes, including: –2-D shapes [for example, rectangles (including squares), circles and triangles]
Shape, space and measures – Measures (length and height) – Reception - 1 week Measurement (length and height) – Year 1	• Orders two or three items by length or height • Uses everyday language to talk about size to compare quantities and objects to solve problems	• compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/ short, double/half] • measure and begin to record lengths and heights
	Assess and review	
Autumn 2	**Reception**	**Year 1**
Numbers –Adding and subtracting (adding) Reception **Number – number and place value & Number – Multiplication and division** **Year 1** **2 weeks**	• Recognises numerals 1 to 10 then 20 • Records, using marks that they can interpret and explain • Counts objects to 10, and beyond 10 • Counts out objects from a larger group • Selects the correct numeral to represent 1–5, then 1–10, then 1-20 objects • Counts an irregular arrangement of up to 10 objects • Estimates how many objects they can see and checks by counting them • Finds the total number of items in two groups by counting all of them	• count in multiples of 2s, 5s and 10s • 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 • understand multiplication and division through grouping and sharing small quantities **

	• Says the number that is one more than a given number • Finds one more or one less from a group of up to five objects, then 10 objects • In practical activities and discussion, beginning to use the vocabulary involved in adding • Records, using marks that they can interpret and explain [in the context of adding and subtracting]	
Numbers – Adding and subtracting (subtracting) Reception **Number – addition and subtraction & number fractions Year 1** **2 weeks**	• Says the number that is one more than a given number • Finds one more or one less from a group of up to five objects, then 10 objects • In practical activities and discussion, beginning to use the vocabulary involved in adding • Records, using marks that they can interpret and explain [in the context of adding and subtracting]]	• read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ − 9 • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise and combine halves as parts of a whole
Shape, space and measures – Space Reception **Geometry Year 1** **1 week**	• Can describe their relative position such as 'behind' or 'next to' • Uses everyday language to talk about position, distance [and direction] to compare objects and to solve problems • Uses everyday language to talk about distance to compare objects and to solve problems	• describe position, direction and movement, including whole, half, quarter and three-quarter turns
Shape, space and measures – Measures (money) **I week**	• Uses everyday language to talk about money to compare quantities and objects to solve problems	• recognise and know the value of different denominations of coins and notes
	Assess and review	

Spring 1	Reception	Year 1
Numbers – Counting and recognising numbers – Reception **Number – Number and place value – Year 1** **1 week**	• Recognises numerals 1 to 10 then 20 • Records, using marks that they can interpret and explain • Counts objects to 10, and beginning to count up to 20 • Counts out objects from a larger group • Selects the correct numeral to represent 1 – 5, then 1 – 10 objects, then 1-20 objects • Counts an irregular arrangement of up to 10 objects • Estimates how many objects they can see and checks by counting them	• 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 • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words • recognise and create repeating patterns with objects and with shapes
Numbers – Counting and recognising numbers and solving problems – Reception **Number – Addition and subtraction** **1 week**	• Uses the language of 'more' and 'fewer' to compare two sets of objects [to 10, then extend to 20] • Begins to identify own mathematical problems based on own interests and fascinations • Finds the total number of items in two groups by counting all of them • Says the number that is one more than a given number • Finds one more or one less from a group of up to five objects, then 10, then 20 objects • In practical activities and discussion, beginning to use the vocabulary involved in adding	• read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ − 9

	• In practical activities and discussion, beginning to use the vocabulary involved in subtracting • Records, using marks that they can interpret and explain [in the context of adding and subtracting] • Begins to identify own mathematical problems based on own interests and fascinations	
Numbers – Adding and subtracting (adding) & solving problems **Number – Number and place value & multiplication and division** **2 weeks**	• Says the number that is one more than a given number • Finds one more or one less from a group of up to five objects, then 10 objects, then 20 • Uses quantities and objects to add two single-digit numbers and count on to find the answer [totals to 10 only] • Begins to identify own mathematical problems based on own interests and fascinations • Solves problems involving doubling and halving • Counts in twos, fives and tens • Solves problems involving grouping • Solves problems involving sharing	• count in multiples of 2s, 5s and 10s • 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 • understand multiplication and division through grouping and sharing small quantities • make connections between arrays, number patterns and counting in 2,5 &10
Shape, space and measures – Measures (weight/mass)	• Orders two items by weight • Uses everyday language to talk about weight to compare quantities and objects to solve problems	• compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than)] • measure and begin to record mass/weight
Shape, space and measures **1 week**	• Beginning to use mathematical names for 'solid' 3-D shapes and 'fl at' 2-D shapes, and mathematical terms to describe shapes • Selects a particular named shape [3-D only] • Uses familiar objects and common shapes to create and recreate patterns and build models	• recognise and name common 3-D shapes, including: –3-D shapes [for example cuboids (including cubes), pyramids and spheres)]
	Assess and review	

Spring 2	Reception	Year 1
Numbers – Counting and recognising numbers Reception **Number – Number and place value Year 1** **1 week**	• Recognises numerals 1 to 20 • Records, using marks that they can interpret and explain • Counts objects to 10, & then 20 • Counts out objects from a larger group • Selects the correct numeral to represent 1 – 5, then 1 – 10 objects, then 20 objects. • Counts an irregular arrangement of up to 10 objects • Estimates how many objects they can see and checks by counting them • Uses the language of 'more' and 'fewer' to compare two sets of objects [to 10, then to 20]	• 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 • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words
Numbers – Adding and subtracting (subtracting) & Solving Problems Reception **Addition and subtraction Year 1** **2 weeks**	• Says the number that is one more than a given number • Finds one more or one less from a group of up to five objects, then 10, then 20 objects • Uses quantities and objects to subtract two single-digit numbers and count back to find the answer • Begins to identify own mathematical problems based on own interests and fascinations In practical activities and discussion, beginning to use the vocabulary involved in adding • In practical activities and discussion, beginning to use the vocabulary involved in subtracting • Records, using marks that they can interpret and explain [in the context of adding and subtracting] • Uses quantities and objects to add two single-digit numbers and count on to find the answer [totals to 10 only]	• read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including 0 • realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = − 9

	• Uses quantities and objects to subtract two single-digit numbers and count back to find the answer	
Numbers – Solving problems (doubling and halving) Reception **Number – Fractions Year 1**	• Solves problems involving doubling and halving	• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity • recognise and combine quarters as parts of a whole
Shape, space and measures – Measures (time) & Capacity **1 week**	• Orders and sequences familiar events • Measures short periods of time in simple ways • Orders two items by capacity • Uses everyday language to talk about capacity to compare quantities and objects to solve problems	• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times • compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, quarter] • measure and begin to record capacity and volume
	Assess and review	

Summer 1	**Reception**	**Year 1**
Numbers – Counting and recognising numbers - & problem solving Reception **Number – Number and place value - Year 1** **1 week**	• Recognises numerals 1 to 20 • Records, using marks that they can interpret and explain • Uses the language of 'more' and 'fewer' to compare two sets of objects [to 10, then extend to 20] • Counts reliably with numbers from 1 to 20 • Places numbers 1 to 20 in order • Begins to identify own mathematical problems based on own interests and fascinations	• 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 • given a number, identify 1 more and 1 less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words • recognise place value in numbers beyond 20
Number – Addition and subtraction Reception **Number – multiplication & division** **Year 1** **2 weeks**	• Finds the total number of items in two groups by counting all of them • Says the number that is one more than a given number to 20. • Finds one more or one less from a group of up to five objects, then 10 objects • In practical activities and discussion, beginning to use the vocabulary involved in adding • In practical activities and discussion, beginning to use the vocabulary involved in subtracting • Records, using marks that they can interpret and explain [in the context of adding and subtracting] • Uses quantities and objects to add two single-digit numbers and count on to find the answer • Uses quantities and objects to subtract two single-digit numbers and count back to find the answer • Begins to identify own mathematical problems based on own interests and fascinations .	• read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including 0 • realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = − 9 • 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 • understand multiplication and division through grouping and sharing small quantities • make connections between arrays, number patterns and counting in twos, fives and tens
Shape, space and measures – Shape (2-D and 3-D) &	• Selects a particular named shape • Explores characteristics of 2-D shapes and uses mathematical language to describe	• describe position, direction and movement, including whole, half, quarter and three-quarter turns

Exploring Pattern & Time Reception **Position and Direction Year 1 & Measures** **1 week**	• Explores characteristics of everyday objects and 3-D shapes and uses mathematical language to describe them. • Uses familiar objects and common shapes to create and recreate patterns and build models • Recognises, creates & describes patterns • Orders and sequences familiar events • Measures short periods of time in simple ways • Uses everyday language to talk about time to compare and to solve problems	• compare, describe and solve practical problems for: –lengths and heights [for example, long/short, longer/ shorter, tall/short, double/half] –mass/weight [for example, heavy/light, heavier than, lighter than] • measure and begin to record the following: –lengths and heights –mass/weight
	Assess and review	

Summer 2	Reception	Year 1
Numbers – Solving problems Reception **Multiplication & division Year 1** **2 weeks**	• Counts in two, fives and tens • Solves problems involving grouping • Begins to identify own mathematical problems based on own interests and fascinations • Solves problems involving doubling and halving • Solves problems involving sharing	• 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 • double numbers and quantities • find simple fractions of objects, numbers and quantities
Measures Shape & Money Reception **Measures Shape and Time Year 1** **2 weeks**	• Uses everyday language to talk about money to compare quantities and objects to solve problems • Can describe their relative position such as 'behind' or 'next to' • Uses everyday language to talk about position, distance [and direction] to compare objects and to solve problems • Uses everyday language to talk about distance to compare objects and to solve problems • Orders and sequences familiar events • Measures short periods of time in simple ways • Uses everyday language to talk about time to compare and to solve problems	• recognise and name common 2-D and 3-D shapes, including: –2-D shapes [for example, rectangles (including squares), circles and triangles] –3-D shapes [for example, cuboids (including cubes), pyramids and spheres] • compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] • measure and begin to record time (hours, minutes, seconds) • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
Numbers – Solving problems (sharing) Reception **Number- Fractions Year 1** **1 week**	• Solves problems involving sharing	• 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 • connect halves and quarters to the equal sharing and grouping of sets of objects and to measures • recognise and combine halves and quarters as parts of a whole
	Assess and review	

2.13 Maths Teaching Sequences by Class: Class 2

Autumn 1	Year 1	Year 2
Number – Number and place value 2 week	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read & write numbers to 100 • given a number, identify one more/less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • practising ordering [first, second, third]	• recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems • count in steps of 2 and 5 from 0, forwards and backwards
Number – Addition and subtraction 1 week	• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20. • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9	• recall and use addition and subtraction facts to 20 fluently • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems • 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 methods • recall and use addition and subtraction facts and derive and use related facts up to 100
Geometry – Properties of shapes & Measurement (length and height) & Time 2 week	• recognise and name common 2-D shapes, including: – 2-D shapes [for example, rectangles (including squares), circles and triangle. • compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/ short, double/half] • measure & begin to record lengths/heights • sequence events in chronological order using language[for example, before and after, next, first, today, yesterday,tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	•order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • compare and sort common 2-D shapes • draw lines and shapes using a straight edge * • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers • compare and order lengths and record the results using >, < and
	Assess and review	
Autumn 2	**Year 1**	**Year 2**
Number – Number and place Number – Multiplication and division 2 weeks	• 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• given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the	• count in steps of 2 and 5 from 0, and in tens from any number, forwards and backwards • count in steps of 3 from 0, forwards and backwards • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs

	number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words. • count in multiples of twos, fives and tens	• read and write numbers to at least 100 in numerals and in words • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the (×),(÷) &(=) signs
	• 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 • understand multiplication and division through grouping and sharing quantities	• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication & division, using materials, arrays, repeated addition, mental methods, & multiplication and division facts.
Number – Fractions 1 week	• recognise, find & name a half as one of two equal parts of an object, shape or quantity • recognise & combine halves as parts of whole	• recognise, find, name and write fractions 1/3, 1,4, 2,4 , and 3,4 of a length, shape, set of objects or quantity • write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2
Number – Addition and subtraction 1 week	• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20. • 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 methods • add and subtract numbers using concrete objects, pictorial representations and mentally, including: – a two-digit number and ones
Measurement (money) & Geometry – Position and direction Plus Statistics Year 2 1 week	• recognise 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 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
	• describe position, direction and movement, including whole, 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 & anticlockwise) • interpret & construct tally chart/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
Measurement - time 1 week	• tell and write the time to half past & hour and draw the hands on a clock face to show these times	• 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
	Assess and review	

Spring 1	Year 1	Year 2
Number – Addition and subtraction 1 week	• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20. • 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 & pictorial representations, including those with numbers – applying their increasing knowledge of mental methods • add and subtract numbers using concrete objects, pictorial representations and mentally, including: – a two-digit number and tens – 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

		• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
Number – Number and place value Number – Multiplication and division 2 weeks	• count in multiples of twos, fives and tens • solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays, with the support of teacher • understand multiplication & division through grouping & sharing quantities • make connections between arrays, number patterns and counting in twos, fives and tens **	• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Measurement (capacity/mass /time/money) 2 weeks	• compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, quarter] • measure and begin to record capacity and volume • compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than)] • measure and begin to record mass/weight • recognise & know the value of different of coins and notes • tell and write the time to half past & hour and draw the hands on a clock face to show these times	• choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels • compare and order volume/capacity/mass and record the results using >, < and = • compare and order mass and record the results using >, < and = • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition & subtraction of money of the same unit, including change • 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
Geometry – Properties of shapes 1 week	• recognise and name common 3-D shapes, including: – 3-D shapes [for example cuboids (including cubes), pyramids and spheres)]	• 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 • compare and sort common 2-D and 3-D shapes and everyday objects
	Assess and review	
Spring 2	**Year 1**	**Year 2**
Number Number all operations 2 week	• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20. • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9 • add and subtract one-digit and two-digit numbers to 20, including 0 • realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations • solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays, with the support of teacher	• add and subtract numbers using concrete objects, pictorial representations and mentally, including: – two two-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental

		methods, and multiplication and division facts, including problems in contexts
Number – Number and place value 1 week	• 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 • given a number, identify one more and one less • identify & represent numbers using objects and pictorial representations including the number line, & use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words	• count in steps of 2 and 5 from 0, and in tens from any number, forwards and backwards • count in steps of 3 from 0, forwards and backwards • recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs • use place value and number facts to solve problems
Number – Fractions 1 week	• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity • recognise and combine quarters as parts of a whole **	• recognise, find, name and write fractions 1/3, 1,4, 2,4 , and 3,4 of a length, shape, set of objects or quantity • write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2
Measurement (time) Year 1 Statistics Year 2 1 week	• sequence events in chronological order using language[for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	• interpret and construct tally charts 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
	Assess and review	

Summer 1	Year 1	Year 2
Number – Number and place value 1 week	• 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 • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words • recognise place value in numbers beyond 20 **	• count in steps of 2 and 5 from 0, and in tens from any number, forwards and backwards • count in steps of 3 from 0, forwards and backwards • recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs • use place value and number facts to solve problems
Number – Addition and subtraction 2 week	• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20. • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9 • add and subtract one-digit and two-digit numbers to 20, including 0 • realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations	• 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 • add and subtract numbers using concrete objects, pictorial representations and mentally, including: – two two-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations • record addition and subtraction in columns to support place value and prepare for formal written methods with larger numbers

Number – Fractions 1 week	• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity • recognise and combine quarters as parts of a whole **	• recognise, find, name and write fractions 1/3, 1,4, 2,4 , and 3,4 of a length, shape, set of objects or quantity • write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2
Geometry – Position and direction – Year 1 Statistics Year 2 1 week	• describe position, direction and movement, including whole, half, quarter and three-quarter turns	• interpret and construct simple pictograms, block diagrams and simple tables • use many-to-one correspondence in pictograms with simple ratios of 2 *• 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
Measurement 1 week	• measure and begin to record the following: – lengths, heights , mass/weight, capacity/volume, time	• 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 • compare and order lengths, mass, volume/capacity and record the results using >, < and =
	Assess and review	
Summer 2	**Year 1**	**Year 2**
Number – Number and place value & Multiplication and division 1 week	• count in multiples of twos, fives and tens • 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 • understand multiplication and division through grouping and sharing small quantities ** • make connections between arrays, number patterns and counting in twos, fives and tens **	• count in steps of 2 and 5 from 0, and in tens from any number, forwards and backwards • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Number – Addition and subtraction 1 week	• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20. • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9 • add and subtract one-digit and two-digit numbers to 20, including 0	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 • add and subtract numbers using concrete objects, pictorial representations and mentally, including: – two two-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations • record addition and subtraction in columns to support place value and prepare for formal written methods with larger numbers *
Number – Multiplication and division Fractions 1 week	• 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 • double numbers and quantities ** • find simple fractions of objects, numbers and quantities ** • recognise, find and name a half as one of two equal parts of an object, shape or quantity	• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition,

	• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity • connect halves and quarters to the equal sharing and grouping of sets of objects and to measures ** • recognise and combine halves and quarters as parts of a whole **	mental methods, and multiplication and division facts, including problems in contexts • recognise, find, name & write fractions 1/3, 1,4, 2,4 , & 3,4 of a length, shape, objects or quantity • write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2
Measurement (length and height, and mass) 1 week	• compare, describe and solve practical problems for: – lengths and heights [for example, long/short, longer/shorter, tall/short, double/half – mass/weight [for example, heavy/light, heavier than, lighter than] • measure and begin to record the following: – lengths and heights – mass/weight	• 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 • compare and order lengths, mass, volume/capacity and record the results using >, < and =• compare and sequence intervals of time
Measurement (time) 1 week	• compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] • measure and begin to record time (hours, minutes, seconds) • tell the time to the hour & half past the hour & draw the hands on a clock face to show these times	• 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
	Assess and review	

2.14 Maths Teaching Sequences by Class: Class 3

Autumn 1	Year 3	Year 4
Number and place value 1 week	Recognise the place value of each digit in a three digit number Find 10 more or less than a given number Compare and order numbers to 1000 Read and write numbers to 1000 in numerals Solve number problems involving these concepts	Find 1000 more or less than a given number Recognise the place value of each digit in a 4 digit number Count in multiples of 6 or 9 Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations
Number – Addition and subtraction 2 week	practise solving varied addition and subtraction questions. Add – Subtract - For mental calculations with two-digit numbers, the answers could exceed 100. * • add and subtract numbers mentally, including: – a three-digit number and ones – a three-digit number and tens • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	practise mental methods with increasingly large numbers to aid fluency * • add numbers with up to four digits using the formal written method of columnar addition where appropriate • estimate answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why extend understanding of the number system and decimal place value to tenths * • recognise and write decimal equivalents of any number of tenths • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure problems involving decimals to two decimal places
Number – Multiplication and division 2 weeks	• count from 0 in multiples of 4 and 8 • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • multiply two and three-digit numbers by a one-digit number using formal written layout Divide - • 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	• count in multiples of 7 • recall multiplication and division facts for multiplication tables up to 12 × 12 Recognise and use factor pairs and commutativity in mental calculations Count in multiple 25 and 100 • use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations

		• multiply two-digit numbers by a two-digit number using formal written layout Divide • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit
Measurement – Time 1 week	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; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight	convert between different units of measure • read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
	Assess and review	
Autumn 2	Year 3	Year 4
Number – Fractions and decimals 2 weeks	recognise, find and write fractions of a discrete set of objects: unit and non-unit fractions with small denominators • recognise and use fractions as numbers: unit and non-unit fractions with small denominators • compare and order unit fractions and fractions with the same denominators Add and subtract fractions with the same denominator within one whole • solve problems that involve all of the above recognise and show, using diagrams, equivalent fractions with small denominators	extend the use of the number line to connect fractions, numbers and measures recognise and show, using diagrams, families of common equivalent fractions • understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths * • count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole Number
Decimals 1 week	Objectives? Money?	extend understanding of the number system and decimal place value to hundredths * • recognise and write decimal equivalents of any number of hundredths • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • compare numbers with the same number of decimal places up to two decimal places
Measurement 1 week	measure, compare, add and subtract mass (kg/g)	convert between different units of measure • estimate, compare and calculate different measures 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 specifi ed points and draw sides to complete a given polygon
Geometry – Properties of shape 1 week	make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry identify acute and obtuse angles and compare and order angles up to two right angles by size
Statistics		
	Assess and review	

Spring 1	Year 3	Year 4
Number – Number and place value 1 week	recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas	count backwards through zero to include negative numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) • order and compare numbers beyond 1000 • round any number to the nearest 10 or 100 • solve number and practical problems that involve all of the above and with increasingly large positive numbers
Number – Addition and Subtraction 2 weeks	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 with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • add and subtract amounts of money to give change, using both £ and p in practical contexts	practise mental methods with increasingly large numbers to aid fluency * • add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
Number – Multiplication and Division 2 weeks	count from 0 in multiples of 50 and 100; fi nd 100 more or less than a given number • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • 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	multiply three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects
Measurement – Length, volume and capacity 1 week	measure, compare, add and subtract volume/capacity (l/ml) measure, compare, add and subtract lengths (m/cm/mm)	convert between different units of measure • estimate, compare and calculate different measures
	Assess and review	
Spring 2	Year 3	Year 4
Number – Number and place value 1 week	recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas	count backwards through zero to include negative numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) • order and compare numbers beyond 1000 • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value
Number – Addition and subtraction 1 week	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • add and subtract amounts of money to give change, using both £ and p in practical contexts	practise mental methods with increasingly large numbers to aid fluency * • subtract numbers with up to four digits using the formal written method of columnar subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Number – Fractions 1 week	count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • solve problems that involve all of the above	use factors and multiples to recognise equivalent fractions and simplify where appropriate • recognise and show, using diagrams, families of common equivalent fractions • add and subtract fractions with the same denominator • solve simple measure and money problems involving fractions
Measurement – Perimeter 1 week	Convert between units of length measure the perimeter of simple 2-D shapes	convert between different units of measure measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • relate area to arrays and multiplication
Statistics	interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
	Assess and Review	
Summer 1	Year 3	Year 4
Number – Addition and Subtraction 2 weeks	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 with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Add and subtract amounts of money to give change, using both £ and p in practical contexts	add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why • estimate, compare and calculate different measures, including money in pounds and pence
Number – Place value (Y3) Decimals (Y4) 1 week	recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • identify, represent and estimate numbers using different representations Begin to understand place value in decimal numbers • solve number problems and practical problems involving these ideas	extend understanding of the number system and decimal place value to tenths and then hundredths * • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to one quarter, one half, three quarters • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure and money problems involving decimals to two decimal places
Measurement – Time 2 weeks	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 and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight	convert between different units of measure • read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

	• know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks]	
	Review and assess	
Summer 2	Year 3	Year 4
Number – Multiplication and Division 2 weeks	write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Divide • 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	multiply three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects use place value, known and derived facts to divide mentally, including dividing by 1 • practise to become fl uent in the formal written method of short division with exact answers * • 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
Geometry – Properties of shapes 2 weeks	draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • identify horizontal and vertical lines and pairs of perpendicular and parallel lines draw 2-D shapes and describe them • recognise angles as a property of shape	identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric fi gure with respect to a specifi c line of symmetry identify acute and obtuse angles and compare and order angles up to two right angles by size draw 2-D shapes and describe them recognise angles as a property of shape compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Position and direction - describe positions on a 2-D grid as coordinates in the first quadrant • plot specified points and draw sides to complete a given polygon
Statistics 1 week	interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

2.15 Maths Teaching Sequences by Class: Class 4

Autumn 1	Year 4	Year 5
Number and place value 1 week	Find 1000 more or less than a given number Recognise the place value of each digit in a 4 digit number Count in multiples of 6 or 9 Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • round any number up to 1 000 000 to the nearest 10, 100 and 1000
Number – Addition and subtraction 2 week	practise mental methods with increasingly large numbers to aid fluency * • add numbers with up to four digits using the formal written method of columnar addition where appropriate • estimate answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why extend understanding of the number system and decimal place value to tenths * • recognise and write decimal equivalents of any number of tenths • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure problems involving decimals to two decimal places	add and subtract numbers mentally with increasingly large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why add whole numbers with more than four digits, including using formal written methods (columnar addition) • add numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
Number – Multiplication and division 2 weeks	• count in multiples of 7 • recall multiplication and division facts for multiplication tables up to 12 × 12 Recognise and use factor pairs and commutativity in mental calculations Count in multiple 25 and 100 • use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit numbers by a two-digit number using formal written layout Divide • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit	count in multiples of 6 and 9 • recall multiplication and division facts for multiplication tables up to 12 × 12 • recognise and use factor pairs and commutativity in mental calculations identify multiples and factors, including fi nding all factor pairs of a number, and common factors of two numbers • multiply numbers up to four digits by a one-digit number using a formal written method • multiply and divide numbers mentally drawing upon known facts • multiply and divide whole numbers by 10, 100 and 1000 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • solve problems involving multiplication and division, including using their knowledge of squares and cubes • solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19
Measurement – Time 1 week	convert between different units of measure • read, write and convert time between analogue and digital 12- and 24-hour clocks	solve problems involving converting between units of time • use all four operations to solve problems involving measure, including scaling

	• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	
	Assess and Review	
Autumn 2	Year 4	Year 5
Number – Fractions and decimals 2 weeks	extend the use of the number line to connect fractions, numbers and measures recognise and show, using diagrams, families of common equivalent fractions • understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths * • count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole Number	compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • develop their understanding of fractions as numbers, measures and operators by fi nding fractions of numbers and quantities * • practise counting forwards and backwards in simple fractions * • recognise and describe linear number sequences, including those involving fractions, and find the term-to-term rule
Decimals 1 week	extend understanding of the number system and decimal place value to hundredths * • recognise and write decimal equivalents of any number of hundredths • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • compare numbers with the same number of decimal places up to two decimal places	read and write decimal numbers as fractions • round decimals with two decimal places to the nearest whole number and to one decimal place • practise adding decimals, including complements of 1 (for example, 0·83 + 0·17 = 1) • recognise and describe linear number sequences involving decimals and fi nd the term-to-term rule
Measurement 1 week	convert between different units of measure • estimate, compare and calculate different measures	convert between different units of metric measure • understand and use approximate equivalences between metric units and common imperial units such as pounds • use all four operations to solve problems involving measure [for example, mass] using decimal notation, including scaling
Geometry – Properties of shape 1 week	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 polygonidentify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry identify acute and obtuse angles and compare and order angles up to two right angles by size	identify, describe and represent the position of a shape following a translation, using the appropriate language, and know that the shape has not changed identify, describe and represent the position of a shape following a refl ection, using the appropriate language, and know that the shape has not changed
Statistics		
	Assess and Review	
Spring 1	Year 4	Year 5
Number – Number and place value 1 week	count backwards through zero to include negative numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) • order and compare numbers beyond 1000 • round any number to the nearest 10 or 100	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

	• solve number and practical problems that involve all of the above and with increasingly large positive numbers	• round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above
Number – Addition and Subtraction 2 weeks	practise mental methods with increasingly large numbers to aid fluency * • add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	subtract whole numbers with more than four digits, including using formal written methods (columnar subtraction) • subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • practise adding and subtracting decimals, including a mix of whole numbers and decimals *
Number – Multiplication and Division 2 weeks	multiply three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects	multiply numbers up to four digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign
Measurement – Length, volume and capacity 1 week	convert between different units of measure • estimate, compare and calculate different measures	convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre) • understand and use approximate equivalences between metric units and common imperial units such as inches • use all four operations to solve problems involving measure [for example, length] using decimal notation, including scaling
	Assess and Review	
Spring 2	Year 4	Year 5
Number – Number and place value 1 week	count backwards through zero to include negative numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) • order and compare numbers beyond 1000 • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals
Number – Addition and subtraction 1 week	practise mental methods with increasingly large numbers to aid fluency * • subtract numbers with up to four digits using the formal written method of columnar subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	mentally add and subtract tenths, and one-digit whole numbers and tenths * • practise adding and subtracting decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1 [for example, 0·83 + 0·17 = 1]
Number – Fractions 1 week	use factors and multiples to recognise equivalent fractions and simplify where appropriate • recognise and show, using diagrams, families of common equivalent fractions	compare and order fractions whose denominators are all multiples of the same number

	• add and subtract fractions with the same denominator • solve simple measure and money problems involving fractions	• add and subtract fractions with the same denominator and denominators that are multiples of the same number • recognise and use thousandths and relate them to tenths and hundredths
Measurement – Perimeter 1 week	convert between different units of measure measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • relate area to arrays and multiplication	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2), and estimate the area of irregular shapes
Statistics	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables
	Assess and Review	
Summer 1	Year 4	Year 5
Number – Addition and Subtraction 2 weeks	add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why • estimate, compare and calculate different measures, including money in pounds and pence	add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why use all four operations to solve problems involving measure [for example, money] using decimal notation, including scaling
Number – Fractions and Decimals 2 week Switch with addition and subtraction this term?? Percentages – Y5	use factors and multiples to recognise equivalent fractions and simplify where appropriate • recognise and show, using diagrams, families of common equivalent fractions • add and subtract fractions with the same denominator • solve simple measure and money problems involving fractions extend understanding of the number system and decimal place value to tenths and then hundredths * • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to one quarter, one half, three quarters • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure and money problems involving decimals to two decimal places	recognise mixed numbers and improper fractions and convert from one form to the other, and write mathematical statements >1 as a mixed number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • connect equivalent fractions >1 that simplify to integers with division, and other fractions >1 to division with remainders, using the number line and other models, and hence move from these to improper and mixed fractions read and write decimal numbers as fractions • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • solve problems involving number up to three decimal places recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems that require knowing percentage and decimal equivalents of half, quarter, fifth, 2-fifths, 4-fifths and those fractions with a denominator of a multiple of 10 or 25

		• make connections between percentages, fractions and decimals
Measurement 1 week	convert between different units of measure • read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	convert between different units of metric measure (for example litre and millilitre) • understand and use approximate equivalences between metric units and common imperial units such as pints • estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] • use all four operations to solve problems involving measure [for example volume] using decimal notation, including scaling
	Assess and Review	
Summer 2	Year 4	Year 5
Number – Multiplication and Division 2 weeks	multiply three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects use place value, known and derived facts to divide mentally, including dividing by 1 • practise to become fl uent in the formal written method of short division with exact answers * • 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	multiply numbers up to four digits by a two-digit number using a formal written method, including long multiplication for two-digit numbers • divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • 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 multiply and divide numbers mentally drawing upon known facts • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates use all four operations to solve problems involving measure [for example, money] using decimal notation,including scaling
Geometry – Properties of shapes 2 weeks	identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry identify acute and obtuse angles and compare and order angles up to two right angles by size draw 2-D shapes and describe them recognise angles as a property of shape compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Position and direction - describe positions on a 2-D grid as coordinates in the first quadrant • plot specified points and draw sides to complete a given polygon	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (°) • identify: – angles at a point and one whole turn (total 360°) – angles at a point on a straight line and 12 a turn (total 180°) – other multiples of 90° use the properties of rectangles to deduce related facts and find missing lengths and angles • distinguish between regular and irregular polygons based on reasoning about equal sides and angles • use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems * • use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals * • use conventional markings for parallel lines and right angles

Statistics 1 week	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables
	Assess and Review	

2.16 Maths Teaching Sequences by Class: Class 5

Autumn 1	Year 5	Year 6
Number and place value 1 week	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • round any number up to 1 000 000 to the nearest 10, 100 and 1000	read, write, order and compare numbers up to 10 000 000and determine the value of each digit • round any whole number to a required degree of accuracy • solve number and practical problems that involve all of the above use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • fi nd pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables
Number – Addition and subtraction 2 week	add and subtract numbers mentally with increasingly large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why add whole numbers with more than four digits, including using formal written methods (columnar addition) • add numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	perform mental calculations, including with large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy practise addition and subtraction for larger numbers, using the formal written methods of columnar addition and subtraction
Number – Multiplication and division 2 weeks	count in multiples of 6 and 9 • recall multiplication and division facts for multiplication tables up to 12 × 12 • recognise and use factor pairs and commutativity in mental calculations identify multiples and factors, including fi nding all factor pairs of a number, and common factors of two numbers • multiply numbers up to four digits by a one-digit number using a formal written method • multiply and divide numbers mentally drawing upon known facts • multiply and divide whole numbers by 10, 100 and 1000 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • solve problems involving multiplication and division, including using their knowledge of squares and cubes • solve problems involving addition, subtraction, multiplication and division, and a combination of	practise multiplication for larger numbers, using the formal written methods of short and long multiplication * • perform mental calculations, including with large numbers • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations practise division for larger numbers, using the formal written method of short division • divide numbers up to four digits by a two-digit number using the formal written method of short division where appropriate • perform mental calculations, including with large numbers • identify common factors, common multiples and prime numbers

	these, including understanding the meaning of the equals sign know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19	
Measurement – Time 1 week	solve problems involving converting between units of time • use all four operations to solve problems involving measure, including scaling	use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa
	Assess and review	
Autumn 2	Year 5	Year 6
Number – Fractions and decimals 2 weeks	compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • develop their understanding of fractions as numbers, measures and operators by fi nding fractions of numbers and quantities * • practise counting forwards and backwards in simple fractions * • recognise and describe linear number sequences, including those involving fractions, and find the term-to-term rule	use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions >1 • add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions associate a fraction with division and calculate decimal fraction equivalents [for example, 0·375] for a simple fraction and use equivalences between simple fractions, decimals and percentages • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
Decimals 1 week	read and write decimal numbers as fractions • round decimals with two decimal places to the nearest whole number and to one decimal place • practise adding decimals, including complements of 1 (for example, 0·83 + 0·17 = 1) • recognise and describe linear number sequences involving decimals and fi nd the term-to-term rule	identify the value of each digit in numbers given to three decimal places, and multiply and divide numbers by 10, 100 and 1000 giving the answers up to three decimal places • multiply decimals by whole numbers, starting with the simplest cases, such as 0·4 × 2 = 0·8, and in practical contexts, such as measures and money • solve problems that require answers to be rounded to specified degrees of accuracy multiply one-digit numbers with up to two decimal places by whole numbers • multiply numbers with up to two decimal places by one digit whole numbers
Measurement 1 week	convert between different units of metric measure • understand and use approximate equivalences between metric units and common imperial units such as pounds • use all four operations to solve problems involving measure [for example, mass] using decimal notation, including scaling	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units of metric measurement • convert between miles and kilometres
Geometry – Properties of shape 1 week	identify, describe and represent the position of a shape following a translation, using the appropriate language, and know that the shape has not changed identify, describe and represent the position of a shape following a reflection, using the appropriate language, and know that the shape has not changed	recognise, describe and build simple 3-D shapes, including making nets 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 draw 2-D shapes using given dimensions and angles • compare and classify geometric shapes based on their properties and sizes, and find unknown angles in any triangles, quadrilaterals and regular polygons • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
Statistics	solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables	interpret and construct pie charts and line graphs and use these to solve problems • draw graphs relating two variables * • calculate and interpret the mean as an average

	Assess and review	
Spring 1	Year 5	Year 6
Number – Number and place value 1 week	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above	Use negative numbers in context, and calculate intervals across zero perform mental calculations, including with mixed operations and large numbers read, write, order and compare numbers up to 10 000 000and determine the value of each digit • round any whole number to a required degree of accuracy • solve number and practical problems that involve all of the above use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables
Number – Addition and Subtraction 2 weeks	subtract whole numbers with more than four digits, including using formal written methods (columnar subtraction) • subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • practise adding and subtracting decimals, including a mix of whole numbers and decimals *	perform mental calculations, including with large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy practise addition and subtraction for larger numbers, using the formal written methods of columnar addition and subtraction • use their knowledge of the order of operations to carry out calculations involving the four operations • practise addition and subtraction for larger numbers, using the formal written methods of columnar addition and subtraction
Number – Multiplication and Division 2 weeks	multiply numbers up to four digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign	Perform mental calculations practise multiplication for larger numbers, using the formal written method of long multiplication * • multiply multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication practise division for larger numbers, using the formal written method of long division • perform mental calculations, including large numbers and decimals • use estimation to check answers to calculations multiply decimals by whole numbers, starting with the simplest cases, such as $0{\cdot}4 \times 2 = 0{\cdot}8$, and in practical contexts, such as measures and money *
Measurement – Length, volume and capacity 1 week Y6 Shape	convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre) • understand and use approximate equivalences between metric units and common imperial units such as inches • use all four operations to solve problems involving measure [for example, length] using decimal notation, including scaling	draw shapes accurately, using measuring tools and conventional markings and labels for lines and angles * • illustrate and name parts of circles, including radius, diameter and circumference, and know that the diameter is twice the radius
	Assess and review	
Spring 2	Year 5	Year 6
Number – Number and place value	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	recognise proportionality in contexts when the relations between quantities are in the same ratio [for example, similar shapes and recipes]

1 week	• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals	• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • consolidate understanding of ratio when comparing quantities, sizes and scale drawings by solving a variety of problems * • 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
Number – Addition and subtraction 1 week	mentally add and subtract tenths, and one-digit whole numbers and tenths * • practise adding and subtracting decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1 [for example, 0·83 + 0·17 = 1]	perform mental calculations, including large numbers • practise addition and subtraction for larger numbers, using the formal written methods of columnar addition and subtraction * • use knowledge of the order of operations to carry out calculations involving the four operations • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
Number – Fractions 1 week	compare and order fractions whose denominators are all multiples of the same number • add and subtract fractions with the same denominator and denominators that are multiples of the same number • recognise and use thousandths and relate them to tenths and hundredths	use common factors to simplify fractions; use common multiples to express fractions in the same denomination • add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form • divide proper fractions by whole numbers
Measurement – Perimeter 1 week	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2), and estimate the area of irregular shapes	recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area of shapes • calculate the area of parallelograms and triangles Revision of geometry: properties of shapes, position and direction
FDPRP 1 week	read and write decimal numbers as fractions • round decimals with two decimal places to the nearest whole number and to one decimal place • practise adding decimals, including complements of 1 (for example, 0·83 + 0·17 = 1) • recognise and describe linear number sequences involving decimals and fi nd the term-to-term rule compare and order fractions whose denominators are all multiples of the same number • add and subtract fractions with the same denominator and denominators that are multiples of the same number • recognise and use thousandths and relate them to tenths and hundredths	use written division methods in cases where the answer has up to two decimal places • divide numbers with up to two decimal places by one-digit and two-digit whole numbers fraction equivalents [for example, 0·375] for a simple fraction and use equivalences between simple fractions, decimals and percentages • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
Statistics 1 week	solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables	interpret and construct pie charts and line graphs and use these to solve problems • draw graphs relating two variables * • calculate and interpret the mean as an average
	Assess and review	
Summer 1	Year 5	Year 6
Number – Addition and Subtraction 2 weeks	add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)	Revision of areas in preparation for NC tests including 4 rules, number and its properties

	• add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why use all four operations to solve problems involving measure [for example, money] using decimal notation, including scaling	
Number – Fractions and Decimals 2 week Percentages – Y5	recognise mixed numbers and improper fractions and convert from one form to the other, and write mathematical statements >1 as a mixed number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • connect equivalent fractions >1 that simplify to integers with division, and other fractions >1 to division with remainders, using the number line and other models, and hence move from these to improper and mixed fractions read and write decimal numbers as fractions • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • solve problems involving number up to three decimal places recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems that require knowing percentage and decimal equivalents of half, quarter, fifth, 2-fifths, 4-fifths and those fractions with a denominator of a multiple of 10 or 25 • make connections between percentages, fractions and decimals	Revision of areas in preparation for NC tests including FDPRP
Shape, space and measures review		Revision of areas including Measurement, geometry: properties of shapes, position and direction
Measurement 1 week	convert between different units of metric measure (for example litre and millilitre) • understand and use approximate equivalences between metric units and common imperial units such as pints • estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] • use all four operations to solve problems involving measure [for example volume] using decimal notation, including scaling	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of volume from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places • recognise when it is possible to use formulae for volume of shapes • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units
Summer 2	Year 5	Year 6
Number – Multiplication and Division 2 weeks	multiply numbers up to four digits by a two-digit number using a formal written method, including long multiplication for two-digit numbers • divide numbers up to four digits by a one-digit number using the formal written method of short	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

	division and interpret remainders appropriately for the context • 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 multiply and divide numbers mentally drawing upon known facts • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates use all four operations to solve problems involving measure [for example, money] using decimal notation, including scaling	• solve problems involving addition, subtraction, multiplication and division multiply multi-digit numbers up to four digits by a two digit whole number using the formal written method of long multiplication • divide numbers up to four digits by a two-digit whole number using the formal written method of long division • divide numbers up to four digits by a two-digit number using the formal written method of short division where appropriate • perform mental calculations • identify common factors and common multiples • solve problems involving addition, subtraction, multiplication and division • solve problems that require answers to be rounded to specified degrees of accuracy • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
Geometry – Properties of shapes 2 weeks	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (°) • identify: – angles at a point and one whole turn (total 360°) – angles at a point on a straight line and 12 a turn (total 180°) – other multiples of 90° use the properties of rectangles to deduce related facts and fi nd missing lengths and angles • distinguish between regular and irregular polygons based on reasoning about equal sides and angles • use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems * • use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals * • use conventional markings for parallel lines and right angles	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 • draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes
	Assess and review	

3. English Curriculum Intent, Implementation and Impact

Strategic intent

To develop a curriculum which will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions effectively and confidently to others, enabling them to contribute to their own future well- being.

The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic
- conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a
- range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly
- their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations,
- demonstrating to others and participating in debate.

Children deserve:

- To be set appropriate learning challenges
- To be taught well and be given the opportunity to learn in ways that maximise the chances of success.
- To have adults working with them to tackle the specific barriers to progress they face.

Implementation
Content and Sequence

We believe that planning should support effective teaching and learning and will always:

- Identify clear learning objectives.
- Provide a clear structure for the lesson.
- Provide a breadth and balance of curriculum content and learning opportunities for children.
- Provide opportunities for assessment which will be used to inform future teaching.
- Enable the class teacher to deliver a well-paced lesson that drives learning forward.

Our long term planning identifies which text types and writing genres should be covered in each year group throughout the year. Our medium term planning sequences when each unit should be taught and which National Curriculum objectives should be covered within each unit. In addition to this, handwriting, spelling and word reading objectives are taught progressively across all of the units, and discreetly in handwriting, reading and phonics sessions. Coverage of these objectives will take place in every half term.

Teachers also ensure that cross curricular links are made where appropriate, and when drawing up short term plans look at the creative curriculum topics for each half term. This allows for meaningful and contextualised links to be made between English and the wider curriculum.

Teachers use APP sheets to track and monitor progress and to ensure full coverage of all the objectives by the end of each year.

Teaching and Learning, Assessment and Feedback

Starting points are identified through accurate teacher assessment and/or prior learning.
The intended learning is always the focus of actions in the classroom. Activities and resources are carefully chosen and deliberately designed to focus effort towards practising the learning intentions

Target books are used to personalise individual steps for learning.

Feedback is given is response to timely and continuous formative assessment in every lesson.

Teachers use a range of formative assessment tools, including questions and observations to gauge children's level of understanding and knowledge. This is used to either offer support and scaffolds, or to give opportunities for greater challenge to deepen learning. Feedback is given in line with our feedback policy, including Green Pen Work to check, consolidate or challenge.

Starter and plenary activities allow children to become secure within their knowledge and skills. These are useful assessment opportunities: feedback is given to groups or the whole class as identified. Activities are used to revise previous content and address misconceptions as identified through observing children's work and responses.

Impact Phonics:

	2017	2018	2019
Year 1	**81%**	**94%**	**89%**
Year 2 resits	**67%**	**100%**	**0% (1 SEND child)**

Impact Reading

2017				2018				2019			
KS1		KS2		KS1		KS2		KS1		KS2	
		Progress 0.8				Progress				Progress	
EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)
79	16	85	25	76	24	75	40	83	28	76	24

Impact Writing

2017				2018				2019			
KS1		KS2		KS1		KS2		KS1		KS2	
		Progress 1.7				Progress				Progress	
EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)
79	16	95	15	71	19	80	20	78	11	81	24

No ceiling is placed on any learner: teaching groups are flexible and adapted according to emerging learning needs and the level of support that is needed to enable all children to access the right curriculum content for their learning. Children speak positively about the ability to drive their learning through self-assessment and the opportunities they have for extra practice time or additional challenge that the learning journey affords them.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard and as confident readers and writers, ready to take on the next stage in their education. High numbers achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.
Disadvantaged children make progress that is in line with their peers.
Children leave Hanging Heaton VC (CE) J&I School as confident, capable readers and writers with a positive attitude towards English.

3.1 Phonics Progression Map (Following DFE Letters and Sounds)

	Reception Autumn Term	Reception Spring/Summer Term	Reception Summer Term	Year 1	Year 2
Generic skills	Develops children's knowledge of grapheme-phoneme correspondences (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.	Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of the 7 remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter. Teaches and practises the skills of blending/ segmenting sounds represented by single letters and graphemes of more than one letter.	Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. There are no new GPCs to be learnt in this phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants.	Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three. Teaches and practices the skills of blending and segmenting using all GPCs taught.	Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices
Grapheme Phoneme Corres (GPC)	s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff, l, ll, ss	j, v, w, x, y, z, zz, qu Consonant digraphs: ch, sh, th, ng, nk Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	Practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words. Teach blending and segmentation of adjacent consonants. Teach and practise reading & spelling CVCC words. Reading common high-frequency words.	Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned). **Learn new phonemes**: /zh/ (treasure), ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl), ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul), **Split digraphs**: a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule). **Teach alternative pronunciations** (p136): i, o, c, g, u, ow, ie, ea, er, a, y,	Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness). Teach spelling of long words. Introduce & teach the past tense. Learning & practising spelling. Syllables. Base words. Analogy. Mnemonics.
Key Words	Be able to read the five tricky words: the, to, I, no, go.	**Keywords:** no, go, I, the, to, he, she, my, was, we, me, be, too, they, all	said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, are, all, do, when, out, what, my, her.	All 100 high-frequency words	The next 200 high frequency words.

3.2 English Progression Map

Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Reading- Word	Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a …'. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple	Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

	words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Knows that information can be retrieved from books and computers. Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	syllable that contain taught GPCs Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read books to build up their fluency and confidence in word reading.	these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered				

Reading-Comp	*COMMUNICATION AND LANGUAGE* ***UNDERSTANDING*** Understands use of objects (e.g. *"What do we use to cut things?'*) Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by	develop pleasure in reading, motivation to read, vocabulary and understanding understand both the books they can already read accurately and fluently and those they listen to Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary	Develop positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books Preparing poems and play scripts to read aloud and to perform, showing understanding	Develop positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books Preparing poems and play scripts to read aloud and to perform, showing understanding	Maintain positive attitudes to reading and understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Recommending books that they have read to their peers, giving reasons for their choices Identifying and discussing themes and	Maintain positive attitudes to reading and understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Recommending books that they have read to their peers, giving reasons for their choices Identifying and discussing themes and

	others in conversation or discussion. Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. ***SPEAKING*** Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying *'I have it'*. Uses a variety of questions (e.g. *what, where, who*).		language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher	through intonation, tone, volume and action Discussing words and phrases that capture the reader's interest and imagination Recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying	through intonation, tone, volume and action Discussing words and phrases that capture the reader's interest and imagination Recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying	conventions in and across a wide range of writing Making comparisons within and across books Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives	conventions in and across a wide range of writing Making comparisons within and across books Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives

	Uses simple sentences (e.g.' *Mummy gonna work.*') Beginning to use word endings (e.g. *going, cats*). Beginning to use more complex sentences to link thoughts (e.g. *using and, because*). Can retell a simple past event in correct order (e.g. *went down, slide, hurt finger*). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.* Uses a range of tenses (e.g. *play, playing, will play, played*). Uses intonation, rhythm and phrasing to make		checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning <u>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</u> <u>Distinguish between statements of fact and opinion</u> <u>Retrieve, record and present information from non-fiction</u> <u>Participate in discussions about books that are read to them and those they</u>	from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning <u>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</u> <u>Distinguish between statements of fact and opinion</u> <u>Retrieve, record and present information from non-fiction</u> <u>Participate in discussions about books that are read to them and those they</u>

	the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e,g, *'This box is my castle.'* Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence					can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views.	can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views.

	and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. *Read and understand simple sentences.*						
Writing- transcription	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.	Name the letters of the alphabet: Add prefixes and suffixes: Apply simple spelling rules and guidance,	spell by: Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones	Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones	Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for	Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for

	Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Early Learning Goal	as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidance, as	Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus	example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus

	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. *Uses phonic knowledge to write simple words.*		listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.				
Writing- handwriting	Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9	Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel	Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task	Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task

	Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Understand which letters belong to which handwriting 'families' and to practise these.	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.	and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].		

Writing- composition	Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	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 aloud their writing 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 fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning 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	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices	Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 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	Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 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

			Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.	[for example, headings and sub-headings] <u>Evaluate and edit by:</u> Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <u>Proof-read for spelling and punctuation errors</u> <u>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</u>	[for example, headings and sub-headings] <u>Evaluate and edit by:</u> Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <u>Proof-read for spelling and punctuation errors</u> <u>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</u>	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] <u>Evaluate and edit by:</u> 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	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] <u>Evaluate and edit by:</u> 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 Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	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 Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Writing- Vocabulary, grammar and punctuation	Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events	Word Regular plural noun suffixes, suffixes – 'ed', 'ing', 'er', Prefix 'un' changes verbs and adjectives Sentence Words combine to make sentences, joining words and clauses using 'and' Text	Word Formation of nouns using suffixes such as 'ness', 'er' and by compounding, formation of adjectives using suffixes such as 'ful, 'less', use of suffixes 'er' and 'est' in adjectives and 'ly' to turn adjectives into adverbs	WORD: Formation of nouns using a range of prefixes (for example super—, anti—, auto—). Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (a rock, an open box). SENTENCE: Word families based on common words,	WORD: Formation of nouns using a range of prefixes (for example super—, anti—, auto—). Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (a rock, an open box). SENTENCE: Word families based on common words,	WORD: Converting nouns or adjectives into verbs using suffixes (--ate, --ise, --ify) Verb prefixes (dis--, de--) SENTENCE: Relative clauses beginning with *who, which, where, when, whose*, that or an omitted pronoun Indicating degrees of possibility using	WORD: Converting nouns or adjectives into verbs using suffixes (--ate, --ise, --ify) Verb prefixes (dis--, de--) SENTENCE: Relative clauses beginning with *who, which, where, when, whose*, that or an omitted pronoun Indicating degrees of possibility using

	that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Sequencing sentences to form short narratives <u>Punctuation</u> Spaces to separate words, introduce capital letters, full stops, question marks and explanation marks to demark sentences, capital letters for names and I <u>Terminology</u> Letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, explanation mark *See The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation* for further detail	<u>Sentence</u> Subordination – when, if, that, because and coordination or, and, but. Expanded noun phrases for description and specification, Understand how grammatical patterns in a sentence indicate its function as a statement, question, explanation or command <u>Text</u> correct choice and consistence use of present and past tense, progressive form of verbs in present and past to mark actions in progress <u>Punctuation</u> Use of capital letters, full stops, question marks and exclamation marks to demark sentences, commas to separate items in a list, apostrophes	showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble). <u>TEXT:</u> Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past (*He has gone out to play* contrasted with *He went out to play*) <u>PUNCTUATION:</u> Introduction to inverted commas to punctuate direct speech. <u>TERMINOLOGY:</u> adverb, preposition conjunction, word	showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble). <u>TEXT:</u> Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past (*He has gone out to play* contrasted with *He went out to play*) <u>PUNCTUATION:</u> Introduction to inverted commas to punctuate direct speech. <u>TERMINOLOGY:</u> adverb, preposition conjunction, word	adverbs (perhaps) or modal verbs (might) <u>TEXT:</u> Devises to build cohesion within a paragraph (then, after) Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he *had* seen her before) <u>PUNCTUATION:</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarity meaning or avoid ambiguity <u>TERMINOLOGY:</u> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity *See The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation* for further detail	adverbs (perhaps) or modal verbs (might) <u>TEXT:</u> Devises to build cohesion within a paragraph (then, after) Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he *had* seen her before) <u>PUNCTUATION:</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarity meaning or avoid ambiguity <u>TERMINOLOGY:</u> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity *See The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation* for further detail

			to make missing letters and singular possession in nouns <u>Terminology</u> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma *See The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation* for further detail	family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks) *See The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation* for further detail	family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks) *See The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation* for further detail		
Spelling	Phonics	Revision of work from YR Sounds – f, l, s, z, k, ff, ll, ss, zz, ck, nk, tch, v (at the end of a word –n have), ai, oi, ay, oy, a_e, e_e, i_e, o_e, u_e, ar,ee, ea, er, ir, ur, oo, oa,ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, ph, wh, y (words ending in y happy)	Revision of work from YR and Y1 Sounds – dge, ge, g, s sound spelt c before e, i, and y, Kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, tion	Revision of work from Y1 and Y2 Sounds- the 'y' as in myth, 'ou' as in young, '-sure' as in measure, '-ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '–cian' (alternative spellings), words with the sound spelt 'ch' i.e scheme, words with the sound spelt 'ch' i.e. machine,	Revision of work from Y1 and Y2 Sounds- the 'y' as in myth, 'ou' as in young, '-sure' as in measure, '-ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '–cian' (alternative spellings), words with the sound spelt 'ch' i.e scheme, words with the sound spelt 'ch' i.e. machine,	Revision of work from previous years Sounds- words ending in '—cious' and '—tious' as in vicious and ambitious, words ending in '—cial', '—tial' as in official and essential, words ending in '—ant', '—ance' / '—ancy', '—ent', '—ence' / '—ency' and '—ation' (observant, tolerance, hesitancy, innocent, confidence,	Revision of work from previous years Sounds- words ending in '—cious' and '—tious' as in vicious and ambitious, words ending in '—cial', '—tial' as in official and essential, words ending in '—ant', '—ance' / '—ancy', '—ent', '—ence' / '—ency' and '—ation' (observant, tolerance, hesitancy, innocent, confidence,

		Division of words into syllables, adding s and es to words for plurals adding ing, ed and er to verbs where no root change is needed, adding er and est to adjective where no change root change is needed, adding the prefix un, compound words, common exception words See *The national curriculum in England – English Appendix 1: Spelling* for further detail	Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y with a consonant before it, adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter, suffixes ment, ness, ful, less and ly, contraction, possessive apostrophes for singular nouns, Homophones and near homophones, common exception words See *The national curriculum in England – English Appendix 1: Spelling* for further detail	words ending with the sound spelt a 'g' and 'k' sound i.e league or antique, words with the 'sc' sound i.e. science, words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey. Adding suffixes beginning with vowel letters to words of more than one syllable Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto— Suffixes: —ation, —ly, —ous Possessive apostrophe with plural words Homophones and near homophones See *The national curriculum in England – English Appendix 1: Spelling* for further detail	words ending with the sound spelt a 'g' and 'k' sound i.e league or antique, words with the 'sc' sound i.e. science, words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey. Adding suffixes beginning with vowel letters to words of more than one syllable Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto— Suffixes: —ation, —ly, —ous Possessive apostrophe with plural words Homophones and near homophones See *The national curriculum in England – English Appendix 1: Spelling* for further detail	decency and expectation), words with the 'i' sound spelt ei after c as in deceive, words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e. doubt, lamb and knight. Homophones and other words that are often confused: advice/advise, device/devise, practise/practise. See *The national curriculum in England – English Appendix 1: Spelling* for further detail	decency and expectation), words with the 'i' sound spelt ei after c as in deceive, words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e. doubt, lamb and knight. Homophones and other words that are often confused: advice/advise, device/devise, practise/practise. See *The national curriculum in England – English Appendix 1: Spelling* for further detail

3.3 Reading End Points By Year

Reception EYFS Reading Name:			
40-60			
Continues a rhyming string.			
Hears and says the initial sound in words.			
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.			
Links sounds to letters, naming and sounding the letters of the alphabet.			
Begins to read words and simple sentences.			
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.			
Enjoys an increasing range of books.			
Knows that information can be retrieved from books and computers.			
ELG			
Children read and understand simple sentences.			
They use phonic knowledge to decode regular words and read them aloud accurately.			
They also read some common irregular words.			
They demonstrate understanding when talking with others about what they have read			
GDS			
Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words.			
They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.			
They can describe the main events in the simple stories they have read.			

Year 1 Reading Curriculum 2014 Name:			
Word Reading			
• **Match all 40+ graphemes to their phonemes (Phase 3) KPI**			
• **Apply phonic knowledge and skills as the route to decode words KPI**			
• **Blend sounds in unfamiliar words KPI**			
• **Read common exception words, noting unusual correspondences between sound and spelling and where these occur in a word KPI**			
• Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset			
• Read compound words, for example, football, playground, farmyard, bedroom			
• Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)			
• Read phonically decodable texts with confidence			
• Read words containing 's, es, ing, ed, er , est' endings			
• Read words which have the prefix –un added			
• Add the endings –ing, –ed and –er to verbs where no change is needed to the root word			
• Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)			
• **Read aloud books consistent with their developing phonics knowledge and that do not require them to use other strategies to work out words KPI**			
• Re-read books to build up fluency and confidence in word reading			
Reading Comprehension			
• **Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently KPI**			
• Say what they like or dislike about a text			
• Link what they read or hear read to their own experiences			
• **Retell key stories orally using narrative language KPI**			
• Recognise and join in with predictable phrases			
• Understand and talk about the main characteristics within a known key story			
• Learn some poems and rhymes by heart			
• Use prior knowledge, context and vocabulary provided to understand texts			
• discuss word meanings, linking new meanings to words already known			
• **Check that the text makes sense to them as they read and correct miscues KPI**			
• Begin to draw inferences from the text and/or the illustrations based on what is being said and done in the text			
• **Make predictions based on the events in the text so far KPI**			
• Explain what they understand about a text			
• **Discuss the significance of the title and events KPI**			
• Participate in discussion about what is read to them, taking turns and listening to what others say			

Year 2 Reading Curriculum 2014 Name:			
Word Reading			
• Decode automatically and fluently applying their phonics knowledge and skills			
• **Read accurately by blending the sounds in words that contain the graphemes taught KPI**			
• Recognise and read alternative sounds for graphemes			
• **Read accurately words of two or more syllables that contain the GPCs taught so far KPI**			
• Read words containing common suffixes			
• Read further common exception words			
• Read and notice unusual correspondence between grapheme and phoneme			
• **Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending KPI**			
• **Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation KPI**			
• **Read and re-read books to build fluency and confidence in word reading KPI**			
Reading Comprehension			
• **Talk about and give an opinion on a range of texts KPI**			
• **Discuss the sequence of events in books and how they are related to each other KPI**			
• Use prior knowledge and context and vocabulary explored to understand texts			
• **Retell orally some stories, including fairy stories and traditional tales KPI**			
• **being introduced to non-fiction books that are structured in different ways KPI**			
• **Read for meaning, checking that the text makes sense and correcting inaccurate reading KPI**			
• Discuss and clarify the meaning of words linking new meanings to known vocabulary			
• Know and recognise simple recurring literary language in stories and poetry			
• Talk about favourite words and phrases			
• Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear			
• **Answer and ask appropriate questions about a text KPI**			
• **make predictions on the basis of what has been read so far KPI**			
• **participate in discussions about books, poems and other works that are read to them and those read by themselves KPI**			

Year 3 Reading Curriculum 2014 Name:			
Word Reading			
• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words			
• **Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word KPI**			
• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words			
• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words			
Reading Comprehension			
• **Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks and retell some stories orally KPI**			
• Know that non-fiction books are structured in different ways and be able to use them effectively			
• Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas			
• Ask questions to improve understanding of a text			
• **Predict what might happen from details stated and implied KPI**			
• **Draw inferences such as inferring characters' feelings, thoughts and motives from their actions KPI**			
• **Use dictionaries to check the meaning of unfamiliar words KPI**			
• Identify the main ideas in a text and begin to summarise drawing on more than one paragraph			
• **check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context KPI**			
• Identify how language, structure, and presentation contribute to the meaning of texts			
• identify and record precise word choices and phrases used by writers to engage and impact on the reader			
• **Retrieve and record information from non-fiction KPI**			
• Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions			
• Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently			
• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action			
• recognise some different forms of poetry e.g. free verse and narrative poetry			

Year 4 Reading Curriculum 2014	**Name:**		
Word Reading			
• **Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words KPI**			
• **Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word KPI**			
• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words			
Reading Comprehension			
• **listen to and discuss a wide range of fiction, poetry, plays and non-fiction and reference books or textbooks KPI**			
• Know which books to select for specific purposes, especially in relation to science, history and geography learning			
• recognise different forms of poetry for example free verse, narrative poetry			
• **Use dictionaries to check the meaning of unfamiliar words KPI**			
• Know and recognise some of the literary conventions in text types covered			
• **Begin to understand simple themes in books KPI**			
• Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action			
• Ask questions to improve understanding of a text			
• **identify and summarise the main ideas drawn from more than one paragraph KPI**			
• **Infer meanings and begin to justify them with evidence from the text KPI**			
• **Predict what might happen from details stated and deduced information KPI**			
• Identify how the writer has used precise word choices for effect to impact on the reader			
• Identify some text type organisational features, for example, narrative, explanation, persuasion			
• **Retrieve and record information from non-fiction KPI**			
• Make connections with prior knowledge and experience			
• Begin to build on others' ideas and opinions about a text in discussion			
• Explain why text types are organised in a certain way			

Year 5 Reading Curriculum 2014	Name:		
Word Reading			
• **Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.** KPI			
• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.			
• Re-read and read ahead to check for meaning.			
Reading Comprehension			
• **Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features.** KPI			
• Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.			
• Identify and discuss significant ideas , events, characters and themes in a wide range of texts			
• Learn poems by heart for example, narrative verse, haiku.			
• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.			
• **Use meaning-seeking strategies to explore the meaning of words in context.** KPI			
• Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.			
• Identify and comment on writer's use of language for effect for example, precisely chosen adjectives, similes and personification.			
• Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.			
• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.			
• Justify inferences with evidence from the text.			
• Make predictions from what details stated and implied in the text.			
• **Summarise the main ideas drawn from more than one paragraph.** KPI			
• Identify the effect of the context on a text for example, historical or other cultures.			
• Identify how language, structure and presentation contribute to the meaning of a text.			
• Make connections between other similar texts, prior knowledge and experience.			
• Compare different versions of texts and talk about their differences and similarities.			
• Present an oral overview or summary of a text.			
• Present the author's viewpoint of a text.			
• **Participate in a discussion about a range of texts, present a personal point of view based on what has been read and recommending texts to their peers** KPI			
• **Listen to others' personal point of view and challenge opinions about a text courteously with reasoned justifications.** KPI			
• Know the difference between fact and opinion.			
• Use knowledge of structure of text type to find key information.			
• Use text marking to identify key information in a text.			
• Make notes from text marking.			
• **Retrieve, record and present information from non-fiction texts** KPI			

Year 6 Reading Curriculum 2014 Name:			
Word Reading			
• Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words. KPI			
• Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. KPI			
• Use combined knowledge of phonemes and word derivations to pronounce words correctly. for example: arachnophobia, audience			
• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.			
• Read fluently, using punctuation to inform meaning.			
Reading Comprehension Also: **Work out the meanings of words from their context Use quotations**			
• **Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions. KPI**			
• Read books that are structured in different ways.			
• Recognise texts that contain features from more than one text type.			
• Consider and evaluate how effectively texts are structured and laid out.			
• Read non-fiction texts to support other curriculum areas. KPI			
• Read closely and ask questions about what they have read to ensure understanding.			
• Recommend books that they have read to their peers, giving reasons for their choices.			
• Identify and discuss themes in a range of writing and across longer texts.			
• Identify and discuss the conventions of different text types.			
• **Draw inferences such as inferring characters' feelings, thoughts and motives from their actions**			
• **Predict what might happen from details stated and implied**			
• **Identify key points in an appropriate text**			
• Learn a range of poetry by heart for example, narrative verse, sonnet.			
• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.			
• **Identify and comment on writer's choice of vocabulary, giving examples and explanation.**			
• Identify and explain how writers use grammatical features for effect. for example, the use of short sentences to build tension.			
• **Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.**			
• Express a personal point of view about a text, giving reasons linked to evidence from texts. KPI			
• Raise queries about texts.			
• **Make connections between other similar texts, prior knowledge and experience and explain the links.**			
• **Compare different versions of texts and explain the differences and similarities.**			
• Listen to others' ideas and opinions about a text. KPI			
• Build on others' ideas and opinions about a text in discussion. KPI			
• Explain and comment on explicit and implicit points of view.			
• **Summarise key information from different parts of a text. KPI**			
• Recognise the writer's point of view and discuss it.			
• Present a personal point of view based on what has been read.			
• Present a counter-argument in response to others' points of view.			
• Provide reasoned justifications for their views. KPI			
• Refer to the text to support opinion.			
• **Distinguish between statements of fact and opinion.**			
• **Find information using skimming to establish main idea.**			
• **Use scanning to find specific information.**			
• Text mark to make research efficient and fast.			
• Organise information or evidence appropriately.			

3.4 Writing and Spoken Language End Points By Year

Reception EYFS Writing Name:			
30-50			
Sometimes gives meaning to marks as they draw and paint.			
Ascribes meanings to marks that they see in different places.			
40-60			
Gives meaning to marks they make as they draw, write and paint.			
Begins to break the flow of speech into words.			
Continues a rhyming string.			
Hears and says the initial sound in words.			
Can segment the sounds in simple words and blend them together.			
Links sounds to letters, naming and sounding the letters of the alphabet.			
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.			
Writes own name and other things such as labels, captions.			
Attempts to write short sentences in meaningful contexts			
ELG			
Children use their phonic knowledge to write words in ways which match their spoken sounds.			
They also write some irregular common words.			
They write simple sentences which can be read by themselves and others.			
Some words are spelt correctly and others are phonetically plausible.			
GDS			
Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.			
They use key features of narrative in their own writing.			

Year 1 Writing and Spoken Language Curriculum 2014 Name:			
Writing Transcription			
To be taught but not assessed			
• Sit correctly at a table, holding a pencil comfortably and correctly.			
• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these			
• Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling			
• **Name the letters of the alphabet in order KPI**			
• Use letter names to show alternative spellings of the same phoneme			
• **Spell words containing each of the 40+ phonemes already taught KPI**			
• Spell the days of the week			
• **Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far KPI**			
• Know how the prefix 'un' can be added to words to change meaning			
Transcription assessment criteria - 7			
• **Begin to form lower case letters in the correct direction and begin to start and finish in the right place so that handwriting is legible to the reader KPI**			
• Form capital letters and the digits 0-9			
• Identify known phonemes in unfamiliar words			
• Use syllables to divide words when spelling			
• Use the spelling rule for adding s or es for verbs in 3rd person singular			
• Spell some common exception words			
• Use the suffixes: s, es, ed, er and ing within their writing			
Writing composition - 6			
• Compose a sentence orally before writing it			
• **Sequence sentences to form short narratives KPI**			
• Sequence sentences in chronological order to recount an event or an experience			
• **Re-read what they have written to check that it makes sense KPI**			
• Read aloud and discuss their writing clearly enough to be heard by their peers and teacher			
• Leave spaces between words			
Vocabulary, Grammar and Punctuation - 5			
• Use some capital letters for names of people, places, the days of the week, and the personal pronoun 'I'			
• Use simple noun phrases			
• understand how words can combine to make sentences			
• Use 'and' to join sentences together			
• **Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark KPI**			

Year 1 Writing and Spoken Language Curriculum 2014 Name:			
Spoken language			
• Speak clearly and confidently in front of others			
• Retell a well-known story, remembering the main characters			
• Prepare to use 'new' words when communicating			
• Hold attention well when collaborating with others			
• Does not stray away from main topic when engaged in collaborative talk			
• Prepare to ask relevant questions to extend understanding and knowledge			
• Initiate conversation in collaborative situation			
• Listen carefully to what others are saying in group talk			
• Respond appropriately to what others say in group talk			
• Happy to join in with role play			

Year 2 Writing and Spoken Language Curriculum 2014 Name:			
Writing Transcription			
• **Segment spoken words into phonemes and record these as graphemes KPI**			
• **Spell words with different alternative spellings, including a few common homophones KPI**			
• spell common exception words correctly			
• learn the possessive apostrophe e.g. the girl's book			
• Spell longer words using suffixes such as ment, ness, ful, less, ly			
• Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling			
• Identify known phonemes in unfamiliar words and use syllables to divide words			
• Form lower case letters of the correct size relative to one another			
• Begin to use some of the diagonal and horizontal strokes needed to join letters			
• Understand which letters, when adjacent to one another, are best left unjoined			
• **Write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters KPI**			
• Use spacing between words that reflects the size of the letters			
Writing composition			
• Write narratives about personal experiences and those of others (real and fictional)			
• **Write for different purposes, including real events, developing a stamina for writing KPI**			
• write poetry			
• Plan and discuss the content of writing and write down ideas including new vocabulary			
• **Orally rehearse structured sentences or sequences of sentences, encapsulating what they want to say sentence by sentence KPI**			
• Evaluate writing independently, with peers and with teacher			
• **Proof-read to check for errors in spelling, grammar and punctuation KPI**			
• Read aloud what they have written with appropriate intonation to make the meaning clear			
Vocabulary, Grammar and Punctuation			
• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'			
• **Use full stops, capital letters , exclamation and question marks accurately to demarcate sentences KPI**			
• **Use subordination (using *when, if, that,* or *because*) and co-ordination (using *or, and,* or *but*) KPI**			
• **Use present and past tenses correctly and consistently including the progressive form e.g. she was drumming KPI**			
• **Use commas to separate a list KPI**			
• **Use the suffixes -er, -est in adjectives and -ly to turn adjectives to adverbs in their writing KPI**			
• use expanded noun phrases for description and specification e.g. the blue butterfly			
• understand and use the terminology in English Appendix 2 when discussing their writing (noun, nun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past and present) apostrophe, comma)			

Spoken language			
• Ask questions to gain information and to clarify meaning			
• Express themselves using complete sentences when required			
• Make more specific vocabulary choices, for example – technical language			
• Take turns when talking in pairs or in small groups			
• Offer appropriate comments in paired or small group discussion			
• Begin to be aware that formal and informal situations require a different role and language			
• Retell a familiar story using narrative language and linking words and phrases			
• Hold the attention of listeners by adapting the way they talk			
• Begin to understand how to speak for different purposes and audiences			
• Perform a simple poem from memory			

Year 3 Writing and Spoken Language Curriculum 2014	**Name:**		
Writing Transcription			
Spell words with additional prefixes and suffixes and understand how to add them to root words, e.g – form nouns using super, anti, auto			
Recognise and spell additional homophones, for example – he'll, heel, heal			
Use the first two or three letters of a word to check its spelling in a dictionary			
Spell correctly word families based on common words, for example – solve, solution, solver			
Spell identified commonly misspelt words from Year 3 and 4 word list			
Use the diagonal and horizontal strokes that are needed to join letters and increase the legibility, consistency and quality of handwriting			
Writing composition			
Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary			
discuss and record ideas and compose sentences orally including dialogue			
Compose sentences using a wider range of structures linked to the grammar objectives			
progressively build a varied and rich vocabulary in written work			
Write a narrative with a clear structure, setting, characters and plot, including dialogue KPI			
Write a non-narrative using simple organisational devices such as headings and sub-headings KPI			
Introduced to paragraphs as a way to group related material around a theme KPI			
Suggest improvement to writing through assessing writing with peers and self assessment			
Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear			
Proof-read to check for errors in spelling, grammar, vocabulary and punctuation KPI			
Vocabulary, Grammar and Punctuation			
correctly punctuate sentence with . ? and ! and commas in a list			
Begin to use a comma in complex sentences e.g Although it was raining, we still played outside.			
Use a range of sentences with more than one clause by using a wider range of conjunctions e.g. express time, place or cause usin g *when*, before, after, while, so, because, *if*. Use adverbs such as then, next, soon, therefore and prepositions e.g before, after, during, in , because of. KPI			
Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g a rock, an open box)			
Use the correct verb tenses e.g. 'he has gone out to play' contrasted with 'he went out to play'. KPI			
Introduced to inverted commas to punctuate direct speech KPI			
Use and understand the grammatical terminology from English appendix 2			
Spoken language			
Sequence and communicate ideas in an organised and logical way in complete sentences as required			
Vary the amount of detail and choice of vocabulary dependent on the purpose and audience			
Participate fully in paired and group discussions			
Show understanding of the main points in a discussion			
Start to show awareness of how and when Standard English is used			
Retell a story using narrative language and added relevant detail			
Show they have listened carefully through making relevant comments			
Formally present ideas or information to an audience			
Recognise that meaning can be expressed in different ways dependent on the context			
perform poems from memory adapting expression and tone as appropriate			

Year 4 Writing and Spoken Language Curriculum 2014	**Name:**		
Writing Transcription			
• Spell words with additional prefixes and suffixes and understand how to add them to root words. for example – ation, ous, ion, ian (See English Appendix 1 Year 3/4)			
• Recognise and spell additional homophones, for example – accept and except, whose and who's			
• Use the first two or three letters of a word to check its spelling in a dictionary			
• Spell correctly word families based on common words, for example – solve, solution, solver			
• Spell identified commonly misspelt words from Year 3 and 4 word list			
• Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. Use the diagonal and horizontal strokes that are needed to join letters			
Writing composition			
• Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary			
• Compose sentences using a wider range of structures, linked to the grammar objectives			
• **Write in paragraphs and begin to open each paragraph with topic sentences KPI**			
• Use headings and subheadings in non-fiction writing to aid presentation including bullet points.			
• **Write a narrative with a clear structure, setting, characters and plot KPI**			
• Use a range of sentences with more than one clause			
• **Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition KPI**			
• Suggest improvement to writing through assessing writing with peers and self assessment			
• **Proof-read to check for errors in spelling, grammar, vocabulary and punctuation errors KPI**			
• progressively build a varied and rich vocabulary in written work			
Vocabulary, Grammar and Punctuation			
• Punctuate all sentences correctly with . ! ?			
• Use commas in complex sentences and after fronted adverbials e.g. Although it was raining, we still played outside			
• Place the possessive apostrophe accurately to mark singular and plural possesion e.g. 'the girl's book' and 'the girls' book'			
• Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g a rock, an open box) **use the Standard English forms for verb inflections instead of local spoken forms e.g. 'we were' instead of 'we was' KPI**			
• Use a range of sentences with more than one clause by using a wider range of subordinating and co-ordinating conjunctions • e.g. express time, place or cause usin g *when*, before, after, while, so, because, *if*.			
• **Use fronted adverbials** e.g. later that day... with a comma after the first clause **KPI**			
• Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'			
• **Use inverted commas and other punctuation in direct speech, including a comma after the reporting clause; KPI**			
• Know and use the terminology determiner pronoun, possessive pronoun, adverbial (English Appendix 2 Year 4)			
• Use adverbs such as then, next, soon, therefore and prepositions e.g before, after, during, in , because of.			
Spoken language			
• Ask questions to clarify or develop understanding			
• Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required			
• Show understanding of the main points and significant details in a discussion			

• Increasingly adapt what is said to meet the needs of the audience/listener			
• Vary the use and choice of vocabulary dependent on the audience and purpose			
• Show understanding of how and why language choices vary in different contexts			
• Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear			
• Justify answers with evidence			
• Understand when the context requires the use of Standard English			
• Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone			

Year 5 Writing and Spoken Language Curriculum 2014 **Name:**			
Writing Transcription			
• Understand the general rules for adding prefixes and suffixes above.			
• Spell some words with 'silent' letters, e.g. *knight, psalm, solemn.*			
• Distinguish between homophones and other words which are often confused			
• Spell identified commonly misspelt words from Year 5 and 6 word list.			
• Use knowledge of morphology and etymology to spell new words			
• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.			
• Use a thesaurus.			
• Maintain legibility in joined handwriting			
• Choose the writing implement that is best suited for a task (e.g. quick notes, letters).			
Writing composition			
• **Know the audience for and purpose of the writing.** **KPI**			
• **Use the features and structures of text types taught so far, including appropriate register.** **KPI**			
• Structure sentences in different ways, varying the position of clauses.			
• Develop characters through action and dialogue.			
• Choose vocabulary to engage and impact on the reader.			
• Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.			
• Add well-chosen detail to interest the reader			
• **Describe characters, settings and the atmosphere in their story writing** **KPI**			
• Organise writing into paragraphs to show different information or events.			
• **Use presentational devices to structure a text e.g. headings, statements, underlining, bullet points.** **KPI**			
• **Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.** **KPI**			
• Assess the effectiveness of their own and others' writing.			
• **Ensure the consistent and correct use of tense throughout a piece of writing.** **KPI**			
• Ensure correct subject and verb agreement when using singular and plural and use verb forms correctly.			
• Distinguish between the language of speech and writing including the use of formal and informal language.			
• **Proof-read for spelling and punctuation errors, vocabulary and grammar.** **KPI**			
• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.			
Vocabulary, Grammar and Punctuation			
• Punctuate all sentnences correctly with . ? ! and commas where appropriate			
• Use relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun.			
• **Indicate degrees of possibility useing adverbs (perhaps, surely) or modal verbs (might, should, will, must) KPI**			
• use expanded noun phrases to convey complicated information concisely			
• **Use commas to clarify meaning or avoid ambiguity in writing. KPI**			
• Begin to use brackets, dashes or commas to indicate parenthesis.			
• Begin to use a semi- colon, colon and dash to mark boundary between independent clauses (E.g. It's raining; I'm fed up) and use hyphens.			
• Use and understand the grammatical terminology in English Appendix 2 when discussing their writing (modal verbs, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity).			

Spoken language			
• Engage the interest of the listener by varying their expression and vocabulary.			
• Adapt spoken language to the audience, purpose and context.			
• Explain the effect of using different language for different purposes.			
• Develop ideas and opinions with relevant detail.			
• Express ideas and opinions, justifying a point of view.			
• Show understanding of the main points, significant details and implied meanings in a discussion			
• Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.			
• Begin to use Standard English in formal situations.			
• Begin to use hypothetical language to consider more than one possible outcome or solution.			
• Perform own compositions, using appropriate intonation and volume so that meaning is clear.			
• Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone.			
• Understand and begin to select the appropriate register according to the context.			

Year 6 Writing and Spoken Language Curriculum 2014 Name:			
Writing Transcription			
• Convert verbs into nouns by adding suffixes. for example, tion, ure.			
• Distinguish between homophones and other words which are often confused.			
• Spell identified commonly misspelt words from Year 5 and 6 word list.			
• spell some words with silent letters for example 'psalm', 'knight', 'solemn'			
• Understand that the spelling of some words needs to be learnt specifically.			
• **Use dictionaries to check the spelling and meaning of words KPI**			
• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary			
• Use a thesaurus.			
• Use a range of spelling strategies including knowledge of word morphology and etymology			
• Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.			
• Choose the writing implement that is best suited for a task (e.g. quick notes, letters).			
Writing composition			
• **Identify the audience for and purpose of the writing. KPI**			
• Choose the appropriate form and register for the audience and purpose of the writing.			
• **Use other similar writing as models for their own compositions KPI**			
• Note and develop initial ideas when planning their writing, drawing on reading and research where necessary			
• In writing narratives, consider how authors have developed characters and settings from books they have read or had read to them to inspire their own characters and settings			
• **describe settings, characters and atmosphere in their story writing KPI**			
• Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.			
• Sustain and develop main ideas logically in narrative and non-narrative writing.			
• Use character, dialogue and action to advance events in narrative writing.			
• Summarise text, conveying key information.			
• Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place, event.			
• Use a wide range of devices to build cohesion within and across paragraphs			
• **Use further organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining KPI**			
• Assess the effectiveness of their own and others' writing.			
• Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.			
• **Ensure the consistent and correct use of tense throughout a piece of writing. KPI**			
• Ensure correct subject and verb agreement when using singular and plural.			
• Distinguish between the language of speech and writing.			
• Distinguish between the correct subject and verb agreement when using singular and plural.			
• **Distinguish between the language of speech and writing and choose the appropriate register. KPI**			
• **Proof-read for spelling and punctuation errors KPI**			
• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.			
Vocabulary, Grammar and Punctuation			
• Punctuate all sentences correctly with . ? ! and commas where appropriate in a sentence			
• Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed.			
• Use developed noun phrases to add detail to sentences.			
• **Use the passive voice to present information with a different emphasis. (E.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)'. KPI**			
• Use commas to mark phrases and clauses.			
• Understand how words are related by synonyms and antonyms (e.g big, large, little)			

• Use commas to clarify meaning or avoid ambiguity in writing.			
• Use brackets, dashes or commas to indicate parenthesis.			
• Use a semi- colon, colon and dash to mark boundary between independent clauses (E.g. It's raining; I'm fed up.)			
• **Use a colon to introduce a list KPI**			
• Punctuation of statements to list information			
• Understand how hyphens can be used to avpid ambiguity (e.g 'man-eating shark', 'recover' versus 're-cover')			
• Use and understand the grammatical terminology in English Appendix 2 when discussing their writing (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, statements).			
Spoken language			
• Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate.			
• Ask questions to develop ideas and make contributions that take account of others' views.			
• Explain ideas and opinions giving reasons and evidence.			
• Take an active part in discussions, taking different roles.			
• Listen to and consider the views and opinions of others in discussions.			
• Make contributions to discussions, evaluating others' ideas and responding to them.			
• Sustain and argue a point of view in a debate, using formal language of persuasion.			
• Express possibilities using hypothetical and speculative language in science and when discussing reading.			
• Engage listeners through choice of vocabulary and register according to the context.			
• Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.			
• Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere.			

3.5 English Long Term Plan

The purpose of this long-term plan is to enable teachers the flexibility to plan and teach a range of different activities ensuring full coverage of the English objectives throughout the year.
Teachers are responsible for ensuring full coverage of the English objectives within the National Curriculum for their year group. Outlined below are the text types to be covered in each year group. The English medium term planning outlines when each text type should be taught, and these can be linked to topic work covered within the creative curriculum where appropriate. APP sheets should then be used to show attainment and progress. Teachers will have the flexibility to choose their own texts, stories and novels to support their units of work. The length of units will vary depending on the text type being covered but suggested lengths for these appear on the MTP.

EYSF	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative Stories with familiar settings (home and school). Stories with patterned language. Fantasy world stories. Traditional tales and fairy stories.	**Narrative** Traditional tales. Stories with repetitive patterns or structures. Stories by same author e.g. Julia Donaldson. Stories from other cultures. Fantasy stories. Stories with familiar settings.	**Narrative** Stories with familiar settings. Stories by same author. Traditional tales with a twist. Adventure Stories. Stories from other cultures. Fantasy world stories.	**Narrative** Myths and legends. Stories from different cultures. Mystery stories. Stories which raise issues and dilemmas. Fairy tales and folk tales. Playscripts. Setting descriptions.	**Narrative** Classic stories. Fairy tales and folk tales. Fantasy stories. Stories with morals e.g. fables. Playscripts. Myths and legends. Adventure and mystery stories. Stories from different cultures.	**Narrative** Stories from other cultures. Historical stories Legends Older Literature e.g. Shakespeare. Playscripts. Descriptions: characters, settings, atmosphere.	**Narrative** Stories with historical settings. Stories from other cultures. Narratives from different viewpoints. Legends. Classic fiction. Descriptions: characters, settings, atmosphere. Science Fiction stories. Stories involving flashbacks and time shifts. Playscripts.

Non-fiction Information texts (fact files). Instructions. Recounts of familiar events.	**Non-fiction** Instructions e.g. recipes. Recounts of familiar events. Information texts. Other non-fiction texts e.g. labels, lists, captions, menus, invitations, postcards, wanted poster, glossary.	**Non-fiction** Instructions. Recounts. Letters/postcards. Non-chronological reports. Explanation text. Persuasive adverts or posters. Dictionary and thesaurus work.	**Non-fiction** Recounts: Diaries and letters. Non- chronological reports. Persuasive Texts. Explanation Texts. Instructions. Recount: Biographies. Newspaper reports.	**Non-fiction** Recounts: Newspapers Non-chronological Reports. Explanation texts. Persuasive text: Sales pitch/article. Discussion texts e.g. Arguments and debates. Dictionary and thesaurus work.	**Non-fiction** Information texts. Formal reports, e.g. radio or TV broadcasts. Persuasive texts. Discussion texts. Newspaper reports. Biographies and autobiographies. Instructions.	**Non-fiction** Persuasive texts. Explanation texts. Discussion texts. Recounts: Diaries. Letters, both formal and informal. Biographies and Autobiographies. Newspaper reports.
Poetry Poems on a theme. Poetry and rhymes linked to phonics work.	**Poetry** Poems on a theme. Poems for learning by heart. Traditional rhymes including innovation e.g. This is the house that Jack built. Riddles and Rhymes.	**Poetry** Poems on a theme. Poems with a structure e.g. riddles and tongue twisters. Classic poetry e.g. The Owl and the Pussycat.	**Poetry** Narrative poems. Poems with a structure e.g. shape, calligrams, rhyming couplets. Classic poetry for performance. Poems from different cultures.	**Poetry** Narrative poems. Kennings and cinquains. Classic poetry Poems to perform.	**Poetry** Poems with a structure e.g. haiku, limericks. Poems with figurative language. Classic narrative poetry	**Poetry** Classic narrative poetry. Poems with imagery. Poems with figurative language.

3.6 English Teaching Sequences by Class 1

Handwriting, Spelling and Word Reading objectives will be taught progressively across all of the units, and discreetly in handwriting, reading and phonics sessions. Coverage of these objectives will take place in every half term. Although each unit contains information about the key objectives to be covered, teachers will also need to use this alongside the APP sheets in order to ensure full coverage and to track and monitor progress.

Autumn Term

Topic	EYFS Curriculum Objectives	Year 1 Curriculum Objectives
Narrative Stories with familiar settings. **3 weeks**	Extend spoken vocabulary. Manipulates objects with good fine motor skills. Develop pencil grip and Letter formation. Ascribe meaning to marks.	Being encouraged to link what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Leaving spaces between words. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
Non-fiction Labels, lists, captions,. **2 weeks**	Segment & blend CVC words and captions Manipulates objects with good fine motor skills. Use one-handed tools with increased control. Develop letter formation	Discussing word meanings, linking new meanings to those already known. Saying out loud what they are going to write about. Leaving spaces between words.
Poetry Poems for learning by heart. **1 week**	Continues a rhyming string Spell VC and CVC words using magnetic letters and by writing phonemes introduced Mark-making, including some initial sounds/letters in words moving onto some final/medial sounds . Dough Gym, Funky Fingers activities alongside handwriting practise	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
Narrative Stories with predictable patterned language or structures. **3 weeks**	Read VC/ CVC words using known phonemes. Shared reading Develop speaking and listening skills, understanding of books conventions, using storybook language through role-play, small world play and story props. BIG BOOK shared reading in small groups. Include: identifying HF words in text, - oral blending and segmenting CVC words	Recognising and joining in with predictable phrases. Drawing on what they already know or on background information and vocabulary provided by the teacher. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Leaving spaces between words. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
Non-fiction Recounts of familiar events. **2 weeks**	Listening skills/ show interest in sounds. Speaking skills/vocabulary. Use language to imitate different roles.	Drawing on what they already know or on background information and vocabulary provided by the teacher. Discussing the significance of the title and events. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
Poetry Poems on a theme. **1 week**	Continues a rhyming string Attempts VC and CVC words. Mark-making, including some initial sounds/letters then final/medial sounds	Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart.
Narrative Stories from other cultures. **2 weeks**	Read VC/ CVC words using known phonemes. Shared reading Develop speaking and listening skills, understanding of books conventions, using storybook language through role-play, small world play and story props. BIG BOOK shared reading in small groups.	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Leaving spaces between words. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

	Include: identifying HF words in text, - oral blending and segmenting CVC words	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Spring Term

Topic	EYFS Curriculum Objectives	Year 1 Curriculum Objectives
Narrative Fantasy world stories. **3 weeks**	Segment & blend CVCC words and captions Build simple sentences and can read them back. Writes for different purposes. Spell some irregular common words correctly.	Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Leaving spaces between words. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
Non fiction Information Texts. **2 weeks**	Segment & blend CVCC words and captions Build and write phonetically plausible captions and sentences. Writes for different purposes. Spell some irregular common words correctly. GDS -use their preferred hand for writing, using a correct pencil grip. GDS to spell phonically regular words of more than 1 syllable	Explain clearly their understanding of what is read to them. Re-reading what they have written to check that it makes sense. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Leaving spaces between words.
Poetry Poems on a theme. **1 week**	Writes for different purposes. Spell some irregular common words correctly. Continues a rhyming string Listen and respond to poems with increasing attention. Following instructions listening to others.	Learning to appreciate rhymes and poems, and to recite some by heart. Recognising and joining in with predictable phrases. Discussing word meanings, linking new meanings to those already known.
Narrative Stories by the same author. **2 weeks**	Practise reading HF words. Practise reading/recognising tricky words. Practise reading two-syllable words, captions and simple sentences. Segment & blend CVCC words and captions Build and write phonetically plausible captions and sentences. Writes for different purposes. Spell some irregular common words correctly. GDS -use their preferred hand for writing, using a correct pencil grip. GDS to spell phonically regular words of more than 1 syllable	Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Leaving spaces between words. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
Non fiction Instructions **2 weeks**	Writes for different purposes. Spell some irregular common words correctly. Segment & blend CVCC words and captions Build and write phonetically plausible captions and sentences.	Being encouraged to link what they read or hear read to their own experiences. Checking that the text makes sense to them as they read and correcting inaccurate reading. Saying out loud what they are going to write about. Discuss what they have written with the teacher or other pupils. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
Poetry Traditional Rhymes **1 week**	Writes for different purposes. Spell some irregular common words correctly. Continues a rhyming string Listen and respond to poems with increasing attention. Following instructions listening to others.	Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart.
Poetry Poems for learning by heart. **1 week**	Listen and respond to poems with increasing attention. Following instructions listening to others.	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.

Summer Term

Topic	EYFS Curriculum Objectives	Year 1 Curriculum Objectives
Narrative Traditional Stories and Fairy Tales. **2 weeks**	Write phonetically plausible sentences which can be read by themselves and others. Spell some irregular common words correctly. GDS-use their preferred hand for writing, using a correct pencil grip. GDS Begin to be able to control letter size and write on lines GDS Spell phonically regular words of more than 1 syllable GDS -Use key features of narrative in their own writing	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
Non fiction Explanations. **2 weeks**	Speaking skills organise talk and sequence ideas. Answering 'how' and 'why' questions. Writes for different purposes. Phase 2-4 HFW, sentences/tricky words. GDS -use their preferred hand for writing, using a correct pencil grip. Begin to be able to control letter size and write on lines GDS - spell phonically regular words of more than 1 syllable GDS - use key features of narrative in their own writing	Drawing on what they already know or on background information and vocabulary provided by the teacher. Discussing the significance of the title and events. Discuss what they have written with the teacher or other pupils. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
Poetry Rhymes and riddles. **1 week**	Practise spelling HF words. Practise spelling tricky words. Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and HF words Handwriting and letter formation	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
Narrative Traditional Tales **3 weeks**	Speaking skills organise talk and sequence ideas. Practise writing captions and sentences, moving on to short narratives Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and HF words Handwriting and letter formation **Shared reading** -reading HF words, CVC words and more complex words	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Being encouraged to link what they read or hear read to their own experiences. Read aloud their writing clearly enough to be heard by their peers and the teacher. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
Non fiction Reports **2 weeks**	Speaking skills organise talk and sequence ideas. Answering 'how' and 'why' questions. Practise reading HF words. Practise reading/recognising tricky words. Practise reading two-syllable words, captions and simple sentences. **Shared reading** -reading HF words, CVC words and more complex words	Discussing the significance of the title and events. Drawing on what they already know or on background information and vocabulary provided by the teacher. Read aloud their writing clearly enough to be heard by their peers and the teacher. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
Poetry **1 week**	Practise reading HF words. Practise reading/recognising tricky words. Practise reading two-syllable words, captions and simple sentences.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

3.7 English Teaching Sequences by Class 2

Handwriting, Spelling and Word Reading objectives will be taught progressively across all of the units, and discreetly in handwriting, reading and phonics sessions. Coverage of these objectives will take place in every half term. Although each unit contains information about the key objectives to be covered, teachers will use this alongside the APP sheets in order to ensure full coverage and to track and monitor progress. In year 2 and year 6 the interim framework will also need to be considered.

Autumn Term

Topic	Year 1 Curriculum Objectives	Year 2 Curriculum Objectives
Narrative Stories with familiar settings. **3 weeks**	Being encouraged to link what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Leaving spaces between words. Use simple noun phrases. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark.	Use full stops accurately. Use capital letters at the start of a sentence and for names of people and places. Use expanded noun phrases.
Non-fiction Dictionary & Thesaurus work. **1 week**	Discussing word meanings, linking new meanings to those already known. Saying out loud what they are going to write about. Leaving spaces between words.	Be introduced to non-fiction books that are structured in different ways. Write down key words including new vocabulary. Proof read work checking for errors.
Poetry Poems on a theme. **1 week**	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Recognising and joining in with predictable phrases.	Recognise simple recurring language. Discuss and clarify the meanings of new words, linking meanings to known vocabulary. Participate in discussions about books and poems that are read to them and that they read for themselves, taking turns and listening to what others say.
Narrative Traditional tales with a twist. **3 weeks**	Recognising and joining in with predictable phrases. Drawing on what they already know or on background information and vocabulary provided by the teacher. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Leaving spaces between words. Using a capital letter for names of people, places, the days of the week, the personal pronoun 'I'.	Become increasingly familiar with retelling a wider range of fairy tales and traditional tales. Use the present and past tense correctly and consistently. Use capital letters at the start of a sentence and for names of people and places. Use expanded noun phrases.
Non-fiction Recounts. **2 weeks**	Drawing on what they already know or on background information and vocabulary provided by the teacher. Discussing the significance of the title and events. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Using a capital letter for names of people, places, the days of the week, the personal pronoun 'I'.	Encapsulate what they want to say in a sentence. Evaluate their writing with the teacher and other pupils. Use the past tense correctly.
Poetry Classic poetry. **2 weeks**	Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart.	Listen to, discuss and express views about a range of contemporary and classical poetry. Answer and ask questions about a text.
Non-fiction Instructions. **2 weeks**	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain their understanding of what is read to them. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Leaving spaces between words. Using a capital letter for names of people, places, the days of the week, the personal pronoun 'I'. Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark.	Be introduced to non-fiction books that are structured in different ways. Discuss the sequence of events in books and how items of Information are related. Use sentences with different forms: statement, command, exclamation Use commas for lists.

Spring Term

Topic	Year 1 Curriculum Objectives	Year 2 Curriculum Objectives
Narrative Stories by the same author. **3 weeks**	Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Leaving spaces between words. Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark.	Plan or say out loud what they are going to write about. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Use the present and past tense correctly and consistently. Use capital letters at the start of a sentence and for names of people and places.
Non-fiction Reports **2 weeks**	Explain their understanding of what is read to them. Re-reading what they have written to check that it makes sense. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Leaving spaces between words.	Write about real events. Write narratives about personal experiences and those of others. Use the present and past tense correctly. Use expanded noun phrases.
Poetry Poems with a specific structure. **1 week**	Learning to appreciate rhymes and poems, and to recite some by heart. Recognising and joining in with predictable phrases. Discussing word meanings, linking new meanings to those already known.	Write poetry Make inferences. Re-read books and poems to build up fluency and confidence in word reading.
Narrative Adventure stories **2 weeks**	Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Leaving spaces between words. Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Use noun phrases.	Use expanded noun phrases to describe and specify. Plan or say out loud what they are going to write about. Use the present and past tense correctly and consistently. Use capital letters at the start of a sentence and for names of people and places. Use expanded noun phrases.
Non-fiction Persuasive adverts or posters. **2 weeks**	Being encouraged to link what they read or hear read to their own experiences. Checking that the text makes sense to them as they read and correcting inaccurate reading. Saying out loud what they are going to write about. Discuss what they have written with the teacher or other pupils. Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark.	Begin to use exclamation marks and question marks. Write for different purposes. Use subordination (when, if that or because).
Non-fiction Non chronological reports. **1 weeks**	Sequence sentences in chronological order to recount an event or an experience. Re-read what they have written to check that it makes sense. Read aloud and discuss their writing clearly enough to be heard by their peers and teacher	Be introduced to non-fiction books that are structured in different ways. Write sentences with different forms: statement, command, exclamation.
Poetry Traditional Rhymes **1 week**	Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain their understanding of what is read to them.	Listen to, discuss and express views about a range of contemporary and classical poetry. Answer and ask questions about a text. Make inferences. Re-read books and poems to build up fluency and confidence in word reading.

Summer Term

Topic	Year 1 Curriculum Objectives	Year 2 Curriculum Objectives
Narrative	Becoming very familiar with key stories, retelling them and considering their particular characteristics.	Make inferences based on what is being said and done.

Stories from other cultures. **3 weeks**	Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Begin to use apostrophes for contractions. Plan or say out loud what they are going to write about.
Non-fiction Letters and postcards. **2 weeks**	Drawing on what they already know or on background information and vocabulary provided by the teacher. Discussing the significance of the title and events. Discuss what they have written with the teacher or other pupils. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Be introduced to non-fiction books that are structured in different ways. Discuss the sequence of events in books and how items of Information are related. Use sentences with different forms: statement, command, and exclamation. Use commas for lists.
Poetry Riddles and tongue twisters. **1 week.**	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Use simple noun phrases.	Write poetry. Discuss their favourite words and phrases. Discuss and clarify the meanings of new words, linking meanings to known vocabulary. Participate in discussions about books and poems that are read to them and that they read for themselves, taking turns and listening to what others say.
Narrative Fantasy world stories. **3 weeks**	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Use simple noun phrases. Sequencing sentences to form short narratives. Being encouraged to link what they read or hear read to their own experiences. Read aloud their writing clearly enough to be heard by their peers and the teacher. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Read aloud what they have written with intonation. Begin to use apostrophes for contractions. Use expanded noun phrases. Use the present and past tense correctly and consistently.
Non-fiction Explanations. **2 weeks**	Discussing the significance of the title and events. Drawing on what they already know or on background information and vocabulary provided by the teacher. Read aloud their writing clearly enough to be heard by their peers and the teacher. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Be introduced to non-fiction books that are structured in different ways. Write sentences with different forms: statement, command, and exclamation.
Poetry **1 week.**	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Listen to, discuss and express views about a range of contemporary and classical poetry.

3.8 English Teaching Sequences by Class 3

Autumn	Year 3	Year 4
Narrative Fairy tales and folk tales. **3 weeks**	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books. Participate in discussion about both books that are read to them and those they can read for themselves. Taking turns and listening to what others say.	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Using the present perfect form of verbs in contrast to the past tense. Using and punctuating direct speech.

	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Learning the grammar for years 3 and 4 (all narrative units). Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Using the present perfect form of verbs in contrast to the past tense. In narratives, creating settings, characters and plot.	
<u>Non-fiction</u> Diaries and letters. **2 weeks (inc Y4 dictionary and thesaurus work)**	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Learning the grammar for years 3 and 4 (all non-fiction units). Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organising paragraphs around a theme. Using conjunctions, adverbs and prepositions to express time and cause. Retrieve and record information from non-fiction.	Using dictionaries to check the meaning of words that they have read.
<u>Poetry</u> Poems with a structure + vocab. **1 week**	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books. Learning the grammar for years 3 and 4 (all poetry units). Identifying how language, structure, and presentation contribute to meaning.	Assessing the effectiveness of their own and others' writing and suggesting improvements. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
<u>Narrative</u> Playscripts. **2 weeks**	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Using the present perfect form of verbs in contrast to the past tense. Using and punctuating direct speech.
<u>Non-fiction</u> Instructions. **2 weeks**	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording idea, proof-read for spelling and punctuation errors. Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (all non-fiction units) Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Ensuring the consistent and correct use of tense throughout a piece of writing. Using a colon to introduce a list. Punctuating bullet points consistently.

	vocabulary and an increasing range of sentence structures. Using conjunctions, adverbs and prepositions to express time and cause. Retrieve and record information from non-fiction.	
<u>Poetry</u> Structures—limericks. **1 week** <u>Poetry</u> Poems to perform. **1 week**	Recognising some different forms of poetry [for example, free verse, narrative poetry]	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Indicating possession by using the possessive apostrophe with plural nouns.
<u>Narrative</u> Myths and Legends. **2 weeks**	Using dictionaries to check the meaning of words that they have read. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Predicting what might happen from details stated and implied. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Learning the grammar for years 3 and 4 (all narrative units). Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Using the present perfect form of verbs in contrast to the past tense. In narratives, creating settings, characters and plot.	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Proof-read for spelling and punctuation errors. Learning the grammar for years 3 and 4 in English Appendix 2. Using commas after fronted adverbials. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Spring	Year 3	Year 4
<u>Narrative</u> Stories from different cultures. **3 weeks**	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas, proof-read for spelling and punctuation errors. Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (all narrative units) Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause.	Organising paragraphs around a theme. In narratives, create settings, characters and plot. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Using the present perfect form of verbs in contrast to the past tense. Assessing the effectiveness of their own and others' writing and suggesting improvements. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using commas after fronted adverbials. Using and punctuating direct speech

	Discussing words and phrases that capture the reader's interest and imagination. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Organising paragraphs around a theme. Using fronted adverbials. Using commas after fronted adverbials. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense. In narratives, creating settings, characters and plot. Identifying main ideas drawn from more than one paragraph and summarising these.	
Non-fiction Persuasive **2 weeks**	Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Non-fiction units) Using conjunctions, adverbs and prepositions to express time and cause. Retrieve and record information from non-fiction.	Organising paragraphs around a theme. Assessing the effectiveness of their own and others' writing and suggesting improvements. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Learning the grammar for years 3 and 4 in English Appendix 2.
<u>Non-fiction</u> Newspaper reports **2 weeks**	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Proof-read for spelling and punctuation errors. Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures. Using conjunctions, adverbs and prepositions to express time and cause. Retrieve and record information from non-fiction.	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Proof-read for spelling and punctuation errors. Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures. Using conjunctions, adverbs and prepositions to express time and cause. Retrieve and record information from non-fiction.
<u>Poetry</u> Descriptive vocabulary. **1 week**	Discussing and recording ideas. Proof-read for spelling and punctuation errors. Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (all poetry units) Identifying how language, structure, and presentation contribute to meaning.	Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination.
<u>Narrative</u> Mystery stories. **2 weeks**	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Proof-read for spelling and punctuation errors. Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (all narrative units) Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	In narratives, creating settings, characters and plot. Assessing the effectiveness of their own and others' writing and suggesting improvements. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using commas after fronted adverbials. Using and punctuating direct speech. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

	Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Organising paragraphs around a theme. Using fronted adverbials. Using commas after fronted adverbials. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense. In narratives, creating settings, characters and plot. Identifying main ideas drawn from more than one paragraph and summarising these.	
<u>Poetry</u> Structures Tanka, Kennings and Cinquains. **1 weeks**	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry [for example, free verse, narrative poetry]	Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Recognising some different forms of poetry [for example, free verse, narrative poetry]
<u>Non-fiction</u> Explanations. **2 weeks**	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Retrieve and record information from non-fiction. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
Summer 1	Year 3	Year 4
<u>Narrative</u> Setting descriptions/ Fantasy stories **3 weeks**	Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative units.)	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense.
<u>Non-fiction</u> Discussion texts	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Proof-read for spelling and punctuation errors.	

(arguments and debates). **2 weeks**	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures.	
Poetry Poems from different cultures. **1 week**	Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Poetry units). Identifying how language, structure, and presentation contribute to meaning.
<u>Narrative</u> Stories which raise issues and dilemmas. **3 weeks**	Discussing words and phrases that capture the reader's interest and imagination. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Using the present perfect form of verbs in contrast to the past tense. In narratives, creating settings, characters and plot. Indicating possession by using the possessive apostrophe with plural nouns.	Discussing words and phrases that capture the reader's interest and imagination. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Using the present perfect form of verbs in contrast to the past tense. In narratives, creating settings, characters and plot. Indicating possession by using the possessive apostrophe with plural nouns. Proof-read for spelling and punctuation errors. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials.
<u>Non-fiction</u> Non-chronological reports. **2 weeks**	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Assessing the effectiveness of their own and others' writing and suggesting improvements. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use and understand the grammatical terminology in English Appendix 2Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Organising paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
<u>Poetry</u> Classic poetry for performance. **1 week.**	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

3.9 English Teaching Sequences by Class 4

Autumn	Year 4	Year 5
<u>Narrative</u> Descriptions: characters, settings and atmosphere. **3 weeks.**	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Using the present perfect form of verbs in contrast to the past tense. Using and punctuating direct speech.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Reading books that are structured in different ways and reading for a range of purposes. Drawing inferences such as inferring characters; feelings, thoughts and motives from their actions, and justifying inferences with evidence. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
<u>Non-fiction</u> Dictionary and Thesaurus work. **Biographies and Autobiographies y5** **2 weeks**	Using dictionaries to check the meaning of words that they have read. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Using conjunctions, adverbs and prepositions to express time and cause.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Noting and developing initial ideas, drawing on reading and research where necessary. Assessing the effectiveness of their own and others' writing. Using the perfect form of verbs to mark relationships of time and cause. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
<u>Poetry</u> Poems to perform.+ vocab **1 week**	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Indicating possession by using the possessive apostrophe with plural nouns.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks.
<u>Narrative</u> Playscripts. **2 weeks**	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Proof-read for spelling and punctuation errors. Learning the grammar for years 3 and 4 in English Appendix 2. Using commas after fronted adverbials. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Recommending books that they have read to their peers, giving reasons for their choices. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Using commas to clarify meaning or avoid ambiguity in writing.
<u>Non-fiction</u> Information/Non chronological reports **2 weeks**	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Organising paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and sub-headings].	Identifying how language, structure and presentation contribute to meaning. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Ensuring the consistent and correct use of tense throughout a piece of writing. Using semi-colons, colons or dashes to mark boundaries between independent clauses.

<u>Poetry</u> Narrative poetry. **2 weeks**	Assessing the effectiveness of their own and others' writing and suggesting improvements. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks.
<u>Narrative</u> Myths and legends **2 weeks.**	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Using the present perfect form of verbs in contrast to the past tense. Using and punctuating direct speech.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Reading books that are structured in different ways and reading for a range of purposes. Drawing inferences such as inferring characters; feelings, thoughts and motives from their actions, and justifying inferences with evidence. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Identifying how language, structure and presentation contribute to meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.

Spring	Year 4	Year 5
<u>Narrative</u> Stories from different cultures. **3 weeks**	Organising paragraphs around a theme. In narratives, create settings, characters and plot. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Using the present perfect form of verbs in contrast to the past tense. Assessing the effectiveness of their own and others' writing and suggesting improvements. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using commas after fronted adverbials. Using and punctuating direct speech.	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely.
<u>Non-fiction</u> Persuasive texts. **2 weeks**	Organising paragraphs around a theme. Assessing the effectiveness of their own and others' writing and suggesting improvements. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Learning the grammar for years 3 and 4 in English Appendix 2.	Provide reasoned justifications for their views. Précising longer passages. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity.
<u>Non-fiction.</u> Y4 non chronological reports Y5 Formal reports – Radio/TV broadcasts **2 weeks.**	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Assessing the effectiveness of their own and others' writing and suggesting improvements. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Using a colon to introduce a list. Punctuating bullet points consistently.

	Use and understand the grammatical terminology in English Appendix 2.	
Poetry Descriptive vocabulary. **1 week**	Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Narrative Stories with morals e.g. Fables. **2 weeks**	In narratives, creating settings, characters and plot. Assessing the effectiveness of their own and others' writing and suggesting improvements. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using commas after fronted adverbials. Using and punctuating direct speech. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Recommending books that they have read to their peers, giving reasons for their choices. Ensuring the consistent and correct use of tense throughout a piece of writing. Using modal verbs or adverbs to indicate degrees of possibility. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely.
Poetry Structures Haiku and limericks. **1 week**	Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Recognising some different forms of poetry [for example, free verse, narrative poetry]	Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Recognising some different forms of poetry [for example, free verse, narrative poetry]
Non-fiction Explanations. **2 weeks**	Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Retrieve and record information from non-fiction. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	
Summer	Year 4	Year 5
Narrative Fantasy Stories **3 weeks**	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense.	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Reading books that are structured in different ways and reading for a range of purposes. Identifying and discussing themes and conventions in and across a wide range of writing. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

<u>Non-fiction</u> Discussion Texts. **2 weeks**	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Proof-read for spelling and punctuation errors. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Retrieve, record and present information from non-fiction. Summarising the main ideas drawn from more than one paragraph. Identifying key details that support the main ideas. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Using passive verbs to affect the presentation of information in a sentence.
<u>Poetry</u> Classic Poetry. **1 week**	Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Poetry units). Identifying how language, structure, and presentation contribute to meaning.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<u>Narrative</u> Older Literature/ Stories with dilemmas **3 weeks**	Discussing words and phrases that capture the reader's interest and imagination. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Using the present perfect form of verbs in contrast to the past tense. In narratives, creating settings, characters and plot. Indicating possession by using the possessive apostrophe with plural nouns. Proof-read for spelling and punctuation errors. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ensuring correct subject and verb agreement when using singular and plural. Distinguishing between the language of speech and writing and choosing the appropriate register. Noting and developing initial ideas, drawing on reading and research where necessary.
<u>Non-fiction</u> Newspaper Reports. **2 weeks**	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Proof-read for spelling and punctuation errors. Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures. Using conjunctions, adverbs and prepositions to express time and cause. Retrieve and record information from non-fiction.	Distinguish between statements of fact and opinion. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Maintaining a focus on the topic and using notes where necessary. Noting and developing initial ideas, drawing on reading and research where necessary. Using a wide range of devices to build cohesion within and across paragraphs proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Using brackets, dashes or commas to indicate parenthesis.
<u>Poetry</u> Classic Poems. **1 week**	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

3.10 English Teaching Sequences by Class 5

Autumn	Year 5	Year 6
<u>Narrative</u> Descriptions: characters, settings and atmosphere. **3 weeks.**	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Reading books that are structured in different ways and reading for a range of purposes. Drawing inferences such as inferring characters; feelings, thoughts and motives from their actions, and justifying inferences with evidence. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
<u>Non-fiction</u> Biographies & Autobiographies. **2 weeks**	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Noting and developing initial ideas, drawing on reading and research where necessary. Assessing the effectiveness of their own and others' writing. Using the perfect form of verbs to mark relationships of time and cause. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Reading texts that are structured in different ways and reading for a range of purposes. Identifying how language, structure and presentation contribute to meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Using modal verbs or adverbs to indicate degrees of possibility. Using a colon to introduce a list. Punctuating bullet points.
<u>Poetry</u> Poems with imagery.+ vocab **1 week**	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks.	Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks.
<u>Narrative</u> Playscripts. **2 weeks**	Recommending books that they have read to their peers, giving reasons for their choices. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Using commas to clarify meaning or avoid ambiguity in writing.	Making comparisons within and across books. Recommending books that they have read to their peers, giving reasons for their choices. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using commas to clarify meaning or avoid ambiguity in writing. Identifying and discussing themes and conventions in and across a wide range of writing assessing the effectiveness of their own and others' writing. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Using passive verbs to affect the presentation of information in a sentence.
<u>Non-fiction</u> Diaries and letters. **2 weeks**	Reading texts that are structured in different ways and reading for a range of purposes. Noting and developing initial ideas, drawing on reading and research where necessary. Précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs. Distinguish between statements of fact and opinion.	

	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	
<u>Poetry</u> Classic Narrative Poetry. **2 weeks**	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks.
<u>Narrative</u> Legends. **2 weeks**	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Reading books that are structured in different ways and reading for a range of purposes. Drawing inferences such as inferring characters; feelings, thoughts and motives from their actions, and justifying inferences with evidence. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Identifying how language, structure and presentation contribute to meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Reading books that are structured in different ways and reading for a range of purposes. Drawing inferences such as inferring characters; feelings, thoughts and motives from their actions, and justifying inferences with evidence. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Identifying how language, structure and presentation contribute to meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.

Spring	Year 5	Year 6
<u>Narrative</u> Stories from other cultures. **3 weeks**	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
<u>Non-fiction</u> Persuasive Texts. **2 weeks**	Provide reasoned justifications for their views. Précising longer passages. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity.	Distinguish between statements of fact and opinion. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using commas to clarify meaning or avoid ambiguity in writing.
<u>Non-fiction</u> Newspaper Reports. **2 weeks**	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Using a colon to introduce a list. Punctuating bullet points consistently.	

<u>Poetry</u> Descriptive Vocabulary. **1 week**	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
<u>Narrative</u> Historical stories. **2 weeks**	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Recommending books that they have read to their peers, giving reasons for their choices. Ensuring the consistent and correct use of tense throughout a piece of writing. Using modal verbs or adverbs to indicate degrees of possibility. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely.	Learning the grammar for years 5 and 6 in English Appendix 2. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using passive verbs to affect the presentation of information in a sentence. Using brackets, dashes or commas to indicate parenthesis. Using semi-colons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list. Punctuating bullet points consistently. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
<u>Poetry</u> **1 week**	Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Recognising some different forms of poetry [for example, free verse, narrative poetry]	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
<u>Non-fiction</u> Explanation Texts. **2 weeks**		Retrieve, record and present information from non-fiction proof-read for spelling and punctuation errors. Using expanded noun phrases to convey complicated information concisely. Using semi-colons, colons or dashes to mark boundaries between independent clauses. Using hyphens to avoid ambiguity.
Summer	Year 5	Year 6
<u>Narrative</u> Traditional Tales and Legends. **3 weeks**	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Reading books that are structured in different ways and reading for a range of purposes. Identifying and discussing themes and conventions in and across a wide range of writing. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Predicting what might happen from details stated and implied. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
<u>Non-fiction</u>	Retrieve, record and present information from non-fiction.	Explain and discuss their understanding of what they have read, including through formal

Discussion texts and debates. **2 weeks**	Summarising the main ideas drawn from more than one paragraph. Identifying key details that support the main ideas. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Using passive verbs to affect the presentation of information in a sentence.	presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views. Reading texts that are structured in different ways and reading for a range of purposes. Noting and developing initial ideas, drawing on reading and research where necessary. Précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs.
<u>Poetry</u> Poems with figurative language. **1 week**	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Asking questions to improve their understanding. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<u>Narrative</u> Classic Fiction. **3 weeks**	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ensuring correct subject and verb agreement when using singular and plural. Distinguishing between the language of speech and writing and choosing the appropriate register. Noting and developing initial ideas, drawing on reading and research where necessary.	In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Ensuring correct subject and verb agreement when using singular and plural. Distinguishing between the language of speech and writing and choosing the appropriate register.
<u>Non-fiction</u> Formal Reports Radio/TV broadcasts **2 weeks**	Distinguish between statements of fact and opinion. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Maintaining a focus on the topic and using notes where necessary. Noting and developing initial ideas, drawing on reading and research where necessary. Using a wide range of devices to build cohesion within and across paragraphs proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Using brackets, dashes or commas to indicate parenthesis.	Reading texts that are structured in different ways and reading for a range of purposes. Noting and developing initial ideas, drawing on reading and research where necessary. Précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs. Distinguish between statements of fact and opinion. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ensuring the consistent and correct use of tense throughout a piece of writing. Using the perfect form of verbs to mark relationships of time and cause. Using passive verbs to affect the presentation of information in a sentence.
<u>Narrative</u> Science Fiction. **2 weeks**	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Predicting what might happen from details stated and implied. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Ensuring correct subject and verb agreement when using singular and plural. Distinguishing between the language of speech and writing and choosing the appropriate register.	

3.11 Hanging Heaton C of E (VC) J & I School Phonics Summary Outline
-2020/21-

Intent

Our Phonics Programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS and KS1 and intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing. This programme will prepare children for the statutory year 1 phonics screening check and is based on the DfE's Letters and Sounds document.

In reception, children work within Phases 2-4. Here learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.

Within KS1, children work within Phases 5 (Year 1) and 6 (Year 2). The coherently planned sequence of lessons within Phase 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. By Phase 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

Implementation

The Phonics Progression Map is help centrally within the respective Pupil Tracking and Progress document for each year group and sets clear expectations for pupil's progress. These should be updated at least termly. This allows headteachers, senior leaders, teachers and practitioners to track pupil's progress. It provides opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling school to respond and adapt teaching within the programme to provide additional support and challenge to pupils.

Daily phonics sessions are in year groups in the first instance and are held from 9am – 9.35am. Within these sessions provision is also made for the introduction and assessing of spellings which should tie in with the spelling pattern and tricky words being taught and also guided reading sessions. These comprise 20 mins phonics and then 15 mins guided reading or application of phonics activities.

Wherever possible all children should follow at the same pace as the rest of their cohort with additional sessions held for those children who need to also catch up. However there are also two additional adults available to take a small number of children out to reinforce missing sounds on an adhoc

basis or to take out guided reading groups which may include children from different year groups. It is however important that any children are not removed from the whole week when they would miss the introduction of new sounds and as such fall further behind their peers.

In addition, towards the end of Year 1, children are also exposed to regular practise of Phonics Checks to make sure that they are confident with the process which surrounds the Statutory Check.

Specific sounds and spellings per week in each of the three year groups can be found on the following pages. It is envisaged that spellings within Reception concentrate solely on tricky words and some simple CVC, CCVC and CVCC words and are provided on a cumulative basis, i.e. not progressed to the next spelling until the earlier words are secure.

Impact

Our desire is to create lifelong readers who are able to face increasingly complex words with confidence. Our success in the recent past has shown:

	2017	2018	2019
Year 1	81%	94%	89%
Year 2 resits	67%	100%	0% (1 SEND child)

Reception – Phase 2, 3 & 4

Phase 2

By the end of Phase 2, children should be able to:

- give the phoneme when shown any Phase 2 grapheme; find any Phase two grapheme, from a display, when given the phoneme;
- orally blend and segment CVC words;
- blend and segment in order to read and spell (using magnetic letters) VC words, e.g. as if, am, on, up and nonsense words, such as ip, ug and ock;
- read the five tricky words - the, to, I, no, go.

Week						
	1	2	3	4	5	6
Sounds	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, ff, l, ll, ss	all Phase 2 GPCs
Tricky Words				to, the	no, go, I	

Phase 3

By the end of Phase 3, children should be able to:

- give the phoneme when shown all or most Phase 2 and Phase 3 graphemes;
- find all or most Phase 2 and Phase 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Phase two and Phase three graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words (single-sylla- ble words consisting of Phase 2 and Phase 3 graphemes);
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
- spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.

	Week											
	1	2	3	4	5	6	7	8	9	10	11	12
Sounds	j, v, w, x	y, z, zz, qu, ch	sh, th, th, ng	ai, ee, igh, oa	oo, oo, ar, or	ur, ow, oi, ear	air, ure, er	all Phase 3 GPCs	all Phase 3 GPCs	trigraphs and consonant digraphs	recap j, v, w, x and vowel digraphs	all Phase 3 GPCs
Tricky Words Reading	all Phase 2 tricky words	he, she	we, me, be	was	my	you	they	here	all, are	was, my (recap)	we, they (recap)	all Phase 3 tricky words
Tricky Words Spelling		the, to		no, go, I								the, to, no, go I

Phase 4

By the end of Phase 4, children should be able to:

- give the phoneme when shown any Phase 2 and Phase 3 grapheme;
- find any Phase 2 and Phase 3 grapheme, from a display, when given the phoneme;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- be able to spell the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
- write each letter, usually correctly.

	Week			
	1	2	3	4
Sounds	Final consonant blends	Initial consonant blends	Consonant blends	Consonant blends
Tricky Words Reading	said, so	have, like, come, some	were, there, little, one	do, when, out, what
Tricky Words Spelling	he, be, we, she, me	was, you	they, are, all	my, her, here

Year 1 – Phase 5

By the end of Phase 5, children should be able to:

- give the phoneme when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly;
- Use alternative ways of pronouncing and representing the long vowel phonemes.

	Week									
	1	2	3	4	5	6	7	8	9	10
Sounds	'ay' saying /ai/	'oy' saying /oi/	'ie' saying /igh/	'ea' saying /ee/	'a_e' saying /ai/	'i_e' 'o_e'	'u_e' 'e_e'	'ou' saying /ow/	long vowel sounds	'ch' saying /c/ 'ch' saying /sh/
Regular Spellings	day may say play clay tray spray crayon	toy boy joy enjoy destroy annoy employ royal	pie lie tie die cried tried spied fried	sea bead read seat meat heap treat least	snake game cake ate same make name came	bike time pine prize bone home note alone	use cube fume tube these theme even complete	our about cloud scout sprout proud sound ground	apricot kind wild lion human gold cold both	school Christmas chemist chord echo chef parachute chute
Common Exception Words Reading	could should	would want	oh their	Mr Mrs	love your	people looked	called asked	water where	who why	thought through
Common Exception Words Spelling	said so	have like	some come	were there	little one	do when	what could	should would	want their	Mr Mrs

Week										
	11	12	13	14	15	16	17	18	19	20
Sounds	'ir' saying /er/	'ue' saying / yoo/ and /oo/	'ew' saying /yoo/ and /oo/	'y' & ey saying /ee/	'aw' and 'au' saying /or/	'ow' and 'oe' saying /oa/	'wh' saying /w/	'c' saying /s/ 'g' saying /j/	'ph' saying /f/	'ea' saying /e/
Regular Spellings	stir girl bird shirt dirt third first thirteen	due venue fuel argue clue glue true blue	few new dew stew blew chew grew drew	**very** **family** **body** **happy** **sunny** **monkey** **key** **hairy**	saw paw draw yawn August launch laundry astronaut	low slow window own toe hoe doe goes	white whisper whiskers whine whale which while wheel	gem magic giant ginger cell city face slice	phone dolphin elephant alphabet photo microphone graph orphan	head bread ready deaf healthy weather instead breakfast
Common Exception Words Reading	work house	many laughed	because different	any eyes	friend also	once please	lived coming	Monday Tuesday	Wednesday Thursday	more before
Common Exception Words Spelling	love your	people looked	asked called	water where	who why	thought through	work house	many laughed	because different	any eyes

Week										
	21	22	23	24	25	26	27	28	29	30
Sounds	'ie' saying /ee/	suffix -ed	suffix -s and -es	suffix -er and -est	'tch' saying /ch/	adding - ing and -er to verbs	'are' and ear' saying /air/	've' saying /v/	'ore' saying /or/	prefix un-
Regular Spellings	chief brief field shield priest shriek thief relief	jumped looked gasped yelled hunted started shouted wished	skirts raincoats hoodies bracelets glasses buses boxes wishes	louder fresher quicker colder loudest freshest quickest coldest	catch match fetch witch stitch ditch crutch kitchen	playing helping teaching singing player helper teacher singer	stare care share dare tear wear bear pear	live give have serve leave active relative believe	more core sore score shore adore before explore	unwell unkind unlock unfair untie undo unpack unsafe
Common Exception Words Reading	January February	April July	August October	November December	door floor	prince princess	autumn school	know baby	other whole	talk two
Common Exception Words Spelling	friend once	please lived	more coming	Monday Tuesday	Wednesday Thursday	also before	January February	April July	August October	November December

Year 2 – Phase 6

By the end of Phase 6, children should be able to:

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others;
- spell most common exception words correctly.

	Week									
	1	2	3	4	5	6	7	8	9	10
Spelling Pattern	'y' saying /igh/	'dge' and 'ge' saying /j/	adding -es to words ending in y	'gn' saying /n/	'kn' saying /n/	adding -ed, -ing to words ending in y	'wr' saying /r/	'le' saying /l/	adding -er, -est to words ending in y	'el' saying /l/
Regular Spellings	by try dry sky fly sly spy reply	edge hedge badge bridge change large orange challenge	flies cries spies replies babies teddies carries hurries	gnome sign gnaw gnat design gnarl gnash	knight knee knot knife knock know knapsack knowledge	copied copying worried worrying annoying annoyed studying studied	wrong wren wrist wrap write wrote wring wreck	bubble middle table apple little puddle giggle cuddle	happier happiest easier easiest funnier funniest luckier luckiest	camel travel chisel squirrel tunnel funnel towel tinsel
Common Exception Words Spelling	door floor	prince princess	autumn school	know baby	mother another	talk two	world work	poor great	break steak	busy clothes
Grammar	capital letters and full stops	proper nouns (names)	plural nouns	alphabetical order (1) - first/ second	alphabetical order (2) - second/	verbs	adverbs	common nouns (revision)	adjectives and expanded noun phrases	commas in lists

Week										
	11	12	13	14	15	16	17	18	19	20
Spelling Pattern	'al' and 'il' saying /l/	adding -ed, -er to words ending with e	'eer' saying /ear/	ture	adding -est, -y to words ending with e	'mb' saying /m/	'al' saying /or/	adding -ing , -ed to CVC, CCVC	'o' saying /u/	'ey' saying /ee/
Regular Spellings	festival total pupil April medal local pencil nostril	hiked hiker timed timer braved braver baked baker	steer career volunteer cheer sheer peer deer meerkat	future picture sculpture nature vulture adventure creature capture	nicest bravest finest largest shiny sparkly noisy slimy	lamb limb comb numb climb thumb crumb bomb	all call hall small walk talk chalk almost	patting humming dropping shopping jogged fitted clapped stopped	brother son above wonder worry glove cover month	key monkey donkey honey money chimney valley turkey
Common Exception Words Spelling	whole Easter	again most	only both	please use	money parents	every everybody	pretty beautiful	England Ireland	always after	everyone mouse
Grammar	capital letters for place names	regular past tense	regular present tense	question marks and commands	exclamations and statements	using a dictionary (1) - finding definitions	coordinating conjunctions	irregular past tense	exciting words (1) - alt words for said	exclamation marks (to show emotion/ shouting)

	Week									
	21	22	23	24	25	26	27	28	29	30
Spelling Pattern	adding -er, -est, -y to CVC and CVCC words	contractions	'war' saying / wor/ 'wor' saying /wur/	suffixes -ment, -ness	's' saying /zh/	'wa' saying / wo/ and 'qua' saying /quo/	tion	suffixes -ful, -less, -ly	homophones/ near homophones	prefix dis-
Regular Spellings	longer wetter warmer hottest coldest windy funny sunny	can't we'd I've couldn't you'll should've didn't could've	war ward warm towards world worst work worth	enjoyment payment excitement movement fairness kindness tidiness happiness	usual casual treasure pleasure measure Asia visual closure	want watch wash swap quality squash squabble quantity	action motion description station section adoption portion fiction	graceful wonderful powerful breathless careless badly happily luckily	hear here there their bear bare quiet quite	dislike disappear disagree disappoint disconnect dishonest disqualify disobey
Common Exception Words Spelling	four eight	aunt father	prove improve	hour move	sure sugar	half quarter	straight weight	caught daughter	forty area	heard early
Grammar	improving sentences (1) - adjectives and nouns	contractions	subordinating conjunctions	improving sentences (2) - verbs and adverbs	exciting words (2) - using a thesaurus	possessive apostrophe	improving sentences (2) - when, if, because	speech marks	commas in speech	using a dictionary (2) - checking spellings

4. Science Curriculum Intent, Implementation and Impact

Strategic intent

The National Curriculum for Science is to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils develop a curiosity and interest in the sciences and are able to enquire for themselves.

When planning for the science curriculum, we intend for children to have the opportunity, wherever possible, to learn through varied systematic investigations, leading to them being equipped for life to ask and answer scientific questions about the world around them. As children progress through the year groups, they build on their skills in working scientifically, as well as on their scientific knowledge, as they develop greater independence in planning and carrying out fair and comparative tests to answer a range of scientific questions. Work planned ensures that children have a varied, progressive and well-mapped-out science curriculum that provides the opportunity for progression across the full breadth of the science national curriculum for KS1 and KS2. This progression grid can support any subject leader or teacher of science to ensure progression of skills and knowledge.

Implementation

Content and Sequence

The acquisition of key scientific knowledge is an integral part of our science lessons. The progression of skills for working scientifically are developed through the year groups and scientific enquiry skills are of key importance within lessons. The progression of these skills is set out in the Science Progression Map. Each lesson has a clear focus. Scientific knowledge and enquiry skills are developed with increasing depth and challenge as children move through the year groups/classes. They complete investigations and hands-on activities while gaining the scientific knowledge for each unit. Interwoven into the teaching sequence are key assessment questions. These allow teachers to assess children's levels of understanding at various points in the lesson. They also enable opportunities to recap concepts where necessary. The sequence of lessons helps to embed scientific knowledge and skills,

with each lesson building on previous learning. There is also the opportunity to regularly review and evaluate children's understanding. Activities are effectively differentiated so that all children have an appropriate level of support and challenge. We have suggested a specific skills set for each year group, which will offer structure and narrative and which can be found on the Science Progression Map. They are by no means to be used exclusively, but can be used to support planning.

Impact

In Science, progress is measured through a child's ability to know more, remember more and explain more. This can be measured in different ways in our topics. Attainment and progress can be measured across the school using our assessment spreadsheets. The impact of using the full range of resources included in the science unit will also be seen across the school with an increase in the profile of science. The learning environment across the school will be more consistent with science technical vocabulary spoken and used by all learners. Whole-school and parental engagement will be improved through the shared use of knowledge organisers. Children who feel confident in their science knowledge and enquiry skills will be excited about science, show that they are actively curious to learn more and will see the relevance of what they learn in science lessons to real-life situations and also the importance of science in the real world.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School with a positive attitude towards Science.

4.1 Science Progression Map

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Choose the resources they need for their chosen activities and say when they do or don't need help Know about similarities and differences in relation to places, objects, materials and living things Make observations of animals and plants Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Select and use technology for particular purposes represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories Talk about the features of their own immediate environment and how environments might vary from one another ¬ Explain why some things occur and talk about changes	Talk about what they <see, touch, smell, hear or taste> Use simple equipment to help make observations Perform a simple test Tell other people about what they have done Identify and classify things they observe Think of some questions to ask Explain what has been found out Show their work using pictures, labels and captions Record findings using standard units Put some information in a chart or table	Use some science words to describe what they have seen and measured Ask people questions and use secondary sources to find answers Observe closely, using simple equipment Say whether things happened as they expected Organise things into groups Find simple patterns (or associations) Identify animals and plants by a specific criteria, for example, lay eggs or not; have feathers or not Use (text, diagrams, pictures, charts, tables) to record their observations Perform simple tests Suggest how, and use prompts, to find things out	Use different ideas and suggest how to find something out Plan a fair test and explain why it was fair Set up simple practical enquiries, comparative and fair tests Explain why they need to collect information to answer a question Make systematic and careful observations and, where appropriate, take accurate measurements using standard units Record their observations in different ways, for example, labelled diagrams, charts etc. Explain what they have found out and use their measurements to say whether it helps to answer their question Use a range of equipment, (including a thermometer and data-logger	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Decide which information needs to be collected and decide which is the best way for collecting it Take measurements using different equipment and units of measure and record what they have found in a range of ways Make accurate measurements using standard units Explain their findings in different ways, for example, display, presentation, writing Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Make predictions based on something they have found out Record and present what they have found using scientific language, drawings, labelled diagrams, keys, bar charts and tables	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments.	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments

4.2 Science Teaching Sequences by Class: Class 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer Term
Class 1	Animals inc humans	Plants	Everyday Materials	Seasonal Changes	Developing Scientific thinking through games
YR					
Y1	•Point out some of the differences between different animals •Classify common animals (birds, fish, amphibians, reptiles, mammals) •Describe how an animal is suited to its environment •Name the parts of the human body that they can see •Classify animals by what they eat (carnivore, herbivore, omnivore) •Sort some animals by body covering, for example, scales, fur and skin	•Name the petals, stem, leaf and root of a plant •Identify and name a range of common wild and garden plants and trees	•Describe materials using senses, using specific scientific words •Explain what material objects are made from •Explain why a material might be useful for a specific job •Name some different materials •Sort materials into groups by a given criteria	•Describe how an animal is suited to its environment •Observe changes across the four seasons •Observe and describe weather associated with the seasons and how day length varies	

4.3 Science Teaching Sequences by Class: Class 2

Class 2	Animals inc humans	Plants	Uses of materials	Living things and their habitats	Developing Scientific Thinking
Y1	•Point out some of the differences between different animals •Classify common animals (birds, fish, amphibians, reptiles, mammals) •Name the parts of the human body that they can see •Sort some animals by body covering, for example, scales, fur and skin •Explain the differences between living and non-living things and things that have never been alive	•Name the petals, stem, leaf and root of a plant •Identify and name a range of common wild and garden plants and trees •Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	•Describe materials using senses, using specific scientific words •Explain what material objects are made from •Explain why a material might be useful for a specific job •Name some different materials •Sort materials into groups by a given criteria	•Describe how an animal is suited to its environment •Classify animals by what they eat (carnivore, herbivore, omnivore)	
Y2	•Identify and name different sources of food. •Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. •Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) •Notice that animals, including humans, have offspring which grow into adults	•Identify and name a variety of plants and animals in their habitats, including micro-habitats •Observe and describe how seeds and bulbs grow into mature plants •Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	•Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, stretching and twisting	•Identify that most living things live in habitats to which they are suited •Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other •Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain	

4.4 Science Teaching Sequences by Class: Class 3

Class 3	Animals including humans	Plants	Light and sound - 1 term	Materials and their properties - 1 term
Y3	•Identify that animals, including humans, need the right types and amount of nutrition, •Understand that 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	•Identify and describe the functions of different parts of flowering plants, for example, 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.	•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 a solid object •Find patterns in the way that the size of shadows change.	•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.
Y4	•Identify and describe the simple functions of the basic parts of the human digestive system •Describe the simple functions of the organs of the human digestive system •Identify the different types of human teeth and their simple functions •Recognise that environments can change and this can sometimes pose dangers to living things	•Construct and interpret a variety of food chains, identifying producers, predators and prey. •Recognise that living things can be grouped in a variety of ways	•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.	•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.

4.5 Science Teaching Sequences by Class: Class 4

Class 4	Animals including humans	Living things and their habitats	Earth, Sun and Moon/Forces	Materials and their Properties	Electricity
Y4	•Identify and describe the simple functions of the basic parts of the human digestive system	•Construct and interpret a variety of food chains, identifying producers, predators and prey.	•Compare how things move on different surfaces	•Compare and group materials together, according to whether they are solids, liquids or gases	•Identify common appliances that run on electricity
	•Describe the simple functions of the organs of the human digestive system	•Recognise that living things can be grouped in a variety of ways	•Notice that some forces need contact between two objects, but magnetic forces can act at a distance	•Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius	•Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
	•Identify the different types of human teeth and their simple functions	•Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	•Observe how magnets attract or repel each other and attract some materials and not others	•Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	•Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
	•Recognise that environments can change and this can sometimes pose dangers to living things		•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		•Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
			•Describe magnets as having two poles		•Recognise some common conductors and insulators, and associate metals with being good conductors.
			•Predict whether two magnets will attract or repel each other, depending on which poles are facing.		

Y5	•Describe the life process of reproduction in some plants and animals.	•Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	•Describe the movement of the Earth, and other planets, relative to the Sun in the solar system	•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	•Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
	•Describe the changes as humans develop to old age.		•Describe the movement of the Moon relative to the Earth	•Know that some materials will dissolve in liquid to form a solution	•Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
			•Describe the Sun, Earth and Moon as approximately spherical bodies	•Describe how to recover a substance from a solution	•Use recognised symbols when representing a simple circuit in a diagram.
			•Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	•Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	
			•Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	•Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	
			•Identify the effects of air resistance, water resistance and friction, that act between moving surfaces	•Demonstrate that dissolving, mixing and changes of state are reversible changes	

			•Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	•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.	

4.6 Science Teaching Sequences by Class: Class 5

Class 5	Animals including humans Revision of KS2 Biology	Evolution and inheritance	Properties and Changes of Materials 1 term Revision of KS2 Materials and their properties	Earth, Sun and Moon and Light 1 term Revision of KS2 Physics
Y5	•Describe the life process of reproduction in some plants and animals. •Describe the changes as humans develop to old age.	•Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	•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 •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.	•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. •Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

Y6	•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. •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.	Revision of KS2 Materials and their properties	•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.

5. RE Curriculum Intent, Implementation and Impact

Strategic intent

At Hanging Heaton Church of England Junior & Infant School, we believe that it is vital for all our pupils to learn from and about the Christian religion and other world faiths, so they can understand and appreciate the world around them. We follow the Kirklees Local Agreed Syllabus for Religious Education. The Believing and Belonging 2019 syllabus states that:

'***A broad and balanced programme of RE will reflect three key areas. First, it will include a study of the key beliefs and practices of religions and other world views, including those represented in West Yorkshire. Secondly, it will provide opportunities to explore key religious concepts and common human questions of meaning, purpose and value, often called 'ultimate' questions. Thirdly, it will enable pupils to investigate how beliefs affect moral decisions and identity, exploring both diversity and shared human values.'***

We feel that children should give a theologically informed and thoughtful account of Christianity as a living and diverse faith and show an informed and respectful attitude to religions and non-religious worldviews. Study of religious and non-religious approaches to life can help to equip young people to explore personal questions of meaning and to engage in meaningful and informed dialogues about profound issues and contemporary questions that face our communities now and in the future. Religious education encourages pupils to reflect critically and responsibly on their own spiritual, philosophical and ethical views.

Implementation

Content and Sequence

We follow a two-year rolling programme using units of work that fulfil the requirements of the Believing and Belonging locally agreed syllabus for Kirklees. These are supplemented with additional units from the Leeds Diocese. Our curriculum comprises of two-thirds coverage of Christianity to ensure teaching and learning is in line with denominational requirements for Voluntary Controlled Church of England schools. All children have at least one hour per week of Religious Education. Progression Maps outline the skills expected to be demonstrated in each year group in order to reach end of key stage expectations. Religious Education lessons are taught by class teachers in a variety of ways, including discussion, investigation and enquiry, drama, stories, art and written work.

Impact

Pupils are able to describe and make connections between different features of the religions and other world views they study, in order to reflect on their significance. They are able to discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth. They discuss and apply how beliefs and values may affect choices, ideas about what is right and wrong and what is just and fair, reflecting on their own answers to these questions. Pupils consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

5.1 RE Progression Map

<table>
<tr><th></th><th>EYFS</th><th>YEAR 1</th><th>YEAR 2</th><th>YEAR 3</th><th>YEAR 4</th><th>YEAR 5</th><th>YEAR 6</th></tr>
<tr><td rowspan="2">Investigate the beliefs and practices of religions and other world views</td><td rowspan="2"></td><td>Recall and talk about
Talk about
Notice</td><td>Recall and name
Retell and suggest meanings for
Recognise similarities and differences</td><td>Recognise
Retell and make links
Observe similarities and differences</td><td>Describe and make links
Describe and show understanding
Explore and describe similarities and differences</td><td>Identify and make connections
Reflect on and find meanings
Explain and understand similarities and differences</td><td>Compare and contrast
Give a considered response</td></tr>
<tr><td colspan="2"><u>End of Key Stage:</u>
<u>Beliefs and authority</u>
Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and traditions and recognising the traditions from which they come.

<u>Worship and Spirituality</u>
Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
Recognise some different ways that people express beliefs and values, appreciating some similarities between communities.</td><td colspan="4"><u>End of Key Stage:</u>
<u>Beliefs and authority</u>
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources and traditions and to beliefs and teachings that arise from them in different communities.

<u>Worship and Spirituality</u>
Describe and make connections between different features of the religions and other world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Explore and describe a range of worship and expressions of spirituality so that they can understand different ways of expressing meaning.</td></tr>
<tr><td>Investigate how religions and other world views address questions of meaning,</td><td></td><td>Respond to questions
Talk about
Notice details</td><td>Ask and respond to questions
Explore questions Express ideas
Recognise similarities and differences
Respond sensitively</td><td>Observe
Express own ideas
Observe and respond thoughtfully</td><td>Explain and give reasons
Present ideas
Reflect and give examples</td><td>Identify and explain
Apply and explain ideas
Reflect and suggest reasons</td><td>Explain a range of opinions and give reasons
Summarise and apply a range of ideas
Weigh up different points of view</td></tr>
</table>

<table>
<tr>
<td>purpose and value</td>
<td></td>
<td colspan="2"><u>End of Key Stage:</u>
The Nature of Religion and Belief
Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.
Ultimate Questions
Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</td>
<td colspan="4"><u>End of Key Stage:</u>
The Nature of Religion and Belief
Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance.

Ultimate Questions
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</td>
</tr>
<tr>
<td>Investigate how religions and other world views influence morality, identity and diversity</td>
<td></td>
<td>• Find out about
• Talk about ideas</td>
<td>• Observe and recount
• Find out about and respond
• Find out and begin to express ideas</td>
<td>• Discover more and express ideas
• Discover and respond
• Express ideas</td>
<td>• Explain and give reasons
• Discover and explain ideas
• Express ideas and opinions</td>
<td>• Identify and explain
• Investigate and apply ideas
• Discuss and give examples</td>
<td>• Explain a range of opinions and give reasons
• Summarise and apply a range of ideas
• Weigh up different points of view</td>
</tr>
<tr>
<td></td>
<td></td>
<td colspan="2"><u>End of Key Stage:</u>
Moral decisions
Find out about questions of right and wrong and begin to express their ideas and opinions in response.
Identity and Diversity
Find out about and respond with ideas and examples of co-operation between people who are different.</td>
<td colspan="4"><u>End of Key Stage:</u>
Moral decisions
Discuss and apply how beliefs and values may affect choices, ideas about what is right and wrong and what is just and fair, reflecting on their own answers to these questions.
Identity and Diversity
Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</td>
</tr>
</table>

6 Foundation Subjects - Curriculum Intent, Implementation & Impact

6.1 Geography

Intent

Our geography curriculum is designed to develop children's curiosity and fascination about the world and its people. Children investigate a range of places- both in Britain and abroad- to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Hanging Heaton and Batley, so that they can develop a real sense of who they are, their heritage and what makes our local area unique. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research, to enable them to gain a greater understanding and knowledge of the world and their place in it.

Implementation

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive, interesting and creative. We are enthusiastic about geography to encourage children to explore their curiosity and ask questions.
Teachers are provided with additional planning time throughout the year to plan their curriculum. As part of the planning process, they work alongside other teachers within their key stage to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must apply and master in lessons
- A skills progression map which demonstrates key skills to implement within lessons suited to the age group
- A cycle of lessons for each subject, which carefully plans for progression and depth
- Challenge questions for pupils to apply their learning in a philosophical manner
- Trips and WOW days that enhance their learning experience

Impact

Children review their successes in achieving the lesson objectives and record what they have learned comparative to their starting points, at the end of every topic. Children develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context as they progress throughout school. The knowledge they acquire will help them to explore, navigate and understand the world around them

and their place in it. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the school's links with partner schools. Children are able to learn about careers related to geography from a member of the local community with specialist skills and knowledge, ensuring they are well prepared for secondary school.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard. SEND children make at least expected progress and reach their attainment targets. Disadvantaged children make progress that is in line with their peers. Children leave Hanging Heaton VC (CE) J&I School with a positive attitude towards Geography.

Geography Progression Map

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Locational knowledge	I know about similarities and differences in relation to places, objects, materials and living things. I can talk about the features of my immediate environment. I can talk about how environments differ and vary from one another.	Pupils can name and locate two of the seven continents of the world Pupils can name and locate one of the five oceans of the world Pupils can name and locate two of the four countries of the United Kingdom Pupils can name one of the four capital cities of the United Kingdom	Pupils can name and locate five of the seven continents of the world Pupils can name and locate four of the five oceans of the world Pupils can name and locate the four countries of the United Kingdom Pupils can name the four capital cities of the United Kingdom	Pupils are becoming more confident locating countries in Europe, North and South America on a map Pupils are becoming more confident locating cities of the United Kingdom Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle	Pupils can locate countries in Europe, North and South America on a map Pupils can locate cities of the United Kingdom Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance	Pupils are becoming more accurate in locating countries of the world on a map Pupils are becoming more accurate in locating counties and cities of the United Kingdom Pupils can identify at least 5 for 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 Pupils are beginning to identify aspects of the physical and human geography that have changed over time	Pupils can, with increasing accuracy, locate countries of the world on a map Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom Pupils can, for the majority, 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 Pupils can identify how aspects of the physical and human geography have changed over time
Place Knowledge		Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in human geography Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in physical geography	Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography	Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in human geography Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in physical geography	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in physical geography Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in human geography	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in physical geography Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in human geography	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography

Human and Physical Geography		Pupils are beginning to identify seasonal patterns Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles Pupils are beginning to use basic geographical vocabulary to refer to human features Pupils are beginning to use basic geographical vocabulary to refer to physical features	Pupils can identify seasonal patterns and are beginning to identify daily weather patterns Pupils are becoming more confident locating hot and cold areas of the world in relation to the Equator and North and South Poles Pupils can use a range of basic geographical vocabulary to refer to human features Pupils can use a range of basic geographical vocabulary to refer to physical features	Pupils are beginning to describe some aspects of physical geography Pupils are beginning to describe some aspects of human geography	Pupils can describe aspects of physical geography Pupils can describe aspects of human geography	Pupils can describe and understand some key aspects of physical geography Pupils can describe and understand some key aspects of human geography	Pupils can describe and understand a range of key aspects of physical geography Pupils can describe and understand a range of key aspects of human geography
Geographical Skills and Fieldwork		Pupils are beginning to identify seasonal patterns Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles Pupils are beginning to use basic geographical vocabulary to refer to human features Pupils are beginning to use basic geographical vocabulary to refer to physical features	Pupils can use maps, atlases and globes with increasing confidence to identify studied regions Pupils can use simple compass directions Pupils can recognise landmarks Pupils can devise a simple map and are beginning to include a key	Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using these Pupils are becoming increasingly accurate with symbols and key Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils are becoming more confident with four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using at least one of these methods: sketch maps, plans and graphs, and digital technologies	Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils can use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using most of these methods: sketch maps, plans and graphs, and digital technologies

6.2 History

Strategic intent

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological
- narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning.

These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating. The coverage of recent history in KS1 enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. The intent in KS2 is that children can work in chronological order from ancient history and then progress onto more modern history. KS2 allows children to repeat and embed this sequence of chronology with a wider selection of ancient history through to more modern history. The repeat in KS2 of chronological order from ancient to modern allows for children to truly develop and embed a sense of time and how civilisations

were interconnected. Children start to understand how some historical events occurred concurrently in different locations. Children will also develop their interest and curiosity about history through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. This progression grid can support any subject leader or teacher of art to ensure progression of skills and knowledge.

Implementation

Content and Sequence

In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. At the beginning of each new topic children complete a KWL grid. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson. We have suggested a specific skills set for each year group, which will offer structure and narrative and which can be found on the History Progression Map. They are by no means to be used exclusively, but can be used to support planning. Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in.

Impact

The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of history. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as KWL grids and summative assessments spreadsheets aimed at targeting next steps in learning.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard. SEND children make at least expected progress and reach their attainment targets. Disadvantaged children make progress that is in line with their peers. Children leave Hanging Heaton VC (CE) J&I School with a positive attitude towards History.

History Progression Map

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Historical enquiry and Chronology	Begins to differentiate between the past and present. I can talk about past and present events in my own life. Eg: Birthdays/ visits to grandparents. I can talk about past and present events in the lives of my family members.	I can use words and phrases like old, new and a long time ago to describe a historical event/person. I can recognise that some objects belong to the past. I can explain how I have changed since I was born. I can ask and answer questions about old and new objects/the past. I can spot old and new things in a picture. I can explain what an object from the past might have been used for. I can use artefacts, pictures and stories to find out about the past. I can describe significant people from the past. I can use dates where appropriate. I can show an understanding of a nation's history. I can use a simple timeline	Use words and phrases like before, after, past, present, then and now. Can recount the life of someone famous from Britain and explain what they did. Can describe historical events. Can give examples of things that were different when my grandparents were children. Can find out about the past by talking to an older person. Can ask questions about the past. Can identify ways in which the past has been represented. Can answer question using books and the internet. Can conduct research using books and the internet to answer questions on the life of a famous person and for fact finding purposes. Place artefacts and events on a timeline. Label timelines using dates where appropriate. Can explain how some people have helped us to have better lives. I can make simple observations about	I can describe events from the past using dates when things happened. I can use a timeline to set the order of things that happened. I can use mathematical knowledge to work out how long ago events happened. I can use research skills to find answers to historical questions. I can research to find similarities and differences between two or more periods of history. I can address historically valid questions. I understand how knowledge of the past is constructed from a range of sources. I can use a range of sources to find out about the past. I can describe basic social, cultural, religious and ethnic diversity in (Britain and) the wider world. I can identify historically significant people and events in situations studied.	I can plot events on a timeline using centuries. I can explain how the lives of wealthy people were different from the lives of poorer people. I can explain how historic items and artefacts show us about life in the past. I can explain how an event from the past has shaped our lives today. I can research what it was like for children and present my findings. I can describe changes that have happened in the local area throughout History. I can explain some of the times when Britain has been invaded. I can use appropriate historical terms. I can address and devise historically valid questions. I can describe social, cultural, religious and ethnic diversity in Britain and the wider world and begin give reasons why these differences existed. I understand how knowledge of the past is constructed from a	I can create a timeline with different historical periods and show key historical events/lives/significant people. I can compare 2 or more historical periods explaining things that changed and things which stayed the same. I can explain how parliament affects decision making in England. I can explain how our locality has changed over time. I can address and devise historically valid questions. I can use appropriate historical terms across different periods of time. I can use a range of sources, selecting and organising relevant historical information. I understand that different versions of the past may exist and can give some reasons for this. I can describe social, cultural, religious and ethnic diversity in Britain and the wider world and give reasons why these differences existed.	I can describe events from the past using dates when things happened. I can use a timeline to set the order of things that happened. I can use mathematical knowledge to work out how long ago events happened. I can use research skills to find answers to historical questions. I can research to find similarities and differences between two or more periods of history. I can address historically valid questions. I understand how knowledge of the past is constructed from a range of sources. I can use a range of sources to find out about the past. I can describe basic social, cultural, religious and ethnic diversity in (Britain and) the wider world. I can identify historically significant people and events in situations studied.

			different types of people, events, beliefs within a society. I can talk about who was important e.g. in a simple historical account.	I can use appropriate historical terms for periods studied.	range of sources and can evaluate how useful they are. I can select and begin to organise relevant historical information.	I can name historically significant people and events and explain their importance. I can describe how crime and punishment has changed over time	I can use appropriate historical terms for periods studied.
Knowledge and interpretations	Begin to recognise that we celebrate certain events because of what happened in the past • Understand the similarities and differences between themselves and others • Understand the similarities and differences between other communities and traditions	Appreciate that some famous people have helped our lives be better today • Recognise that we celebrate certain events, because of what happened many years ago • Begin to identify the main differences between old and new objects • Identify objects from the past	Explain how their local area was different in the past • Recount some interesting facts from an historical event, such as where the 'Fire of London' started • Give examples of things that are different in their life from that of their grandparents when they were young • Explain why Britain has a special history by naming some famous events and some famous people • Talk about significant British individuals	Begin to picture what life would have been like for the early settlers • Recognise that Britain has been invaded by several different groups over time • Realise that invaders in the past would have fought fiercely, using hand to hand combat • Suggest why certain events happened as they did in history • Suggest why certain people acted as they did in history • Explain how events from the past have helped shape our lives • Know that people who lived in the past cooked and travelled differently and used different weapons from ours • Recognise that the lives of wealthy people were very different from those of poor people • Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past		Describe historical events from the different period/s they are studying/have studied • Make comparisons between historical periods; explaining things that have changed and things which have stayed the same • Appreciate that significant events in history have helped shape the country we have today	Summarise the main events from a specific period in history, explaining the order in which key events happened • Summarise how Britain has had a major influence on world history • Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently • Describe features of historical events and people from past societies and periods they have studied • Recognise and describe differences and similarities/ changes between different periods of history

6.3 Art & Design

Strategic intent

The National Curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work.

Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. This progression grid can support any subject leader or teacher of art to ensure progression of skills and knowledge.

Implementation

Content and Sequence

Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons we suggest link closely to the topics being studied and aim to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We have suggested a specific skills set for each year group, which will offer structure and narrative and which can be found on the Art and Design Progression Map. They are by no means to be used exclusively, but can be used to support planning

Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School with a positive attitude towards Art and Design.

Art & Design Progression Map

Hanging Heaton Art Skills Progression Map

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Exploring and developing ideas	- Explore and create repeating patterns - Explore simple symmetry	- Explore ideas from observation and imagination - Ask and answer questions about the starting points for their work - Describe what they can see and like in the work of another artist.	- 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	- 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 and record from first hand observation, experience and imagination, and explore ideas for different purposes - Explore the roles and purposes of artists, crafts people and designers working in	- 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	- Explore ideas for different purposes - Describe, interpret and explain the work, ideas and working practices of some significant artists, crafts people, designers and architects taking account of the influence of the

		- Ask questions about a piece of art.	- Say how other artists have used colour, pattern and shape in their paintings and how they have been influenced	select ideas to use in their work - Explore the roles and purposes of artists - Identify the techniques used by different artists	different times and cultures - Experiment with the styles used by other artists. - Compare the work of different artists	processors to use in their work - Research the work of an artist and use their work to replicate a style	different historical culture
Evaluating and developing work	- Review what they and others have done and say what they think and feel about it	- Review what they and others have done and say what they think and feel about it - 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 - Identify what they might change in their current work or develop in their future work - Annotate a piece of work	- Compare ideas, methods and approaches in their own and others' work - Make notes on sketches to show techniques and improvements they may make next time.	- 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 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 further	- Use feedback to make amendments and improvements to paintings and other art pieces - Explain why they have combined different tools to create their drawings. - Explain personal choices of specific art techniques used.
Drawing	- Explore drawing materials and different pencil types, colour, pencil, crayon and chalk - Explore large scale drawing on the playground - Develop and practice different line types, curved, straight, wavy, thick and thin - Make simple representations of objects familiar to them e.g. their house or family	- Use a variety of media e.g. crayons, felt tips and biros - Learn pencil types and grades of pencil - Draw lines of different shapes and thickness, using 2 different grades of pencil - Develop control of pencil for detail in pictures	- Extend the use and variety of media e.g. charcoal, pastels and wax - Continue to add detail to picture and begin to use side of pencil to add shading to detail - Use three different grades of pencil in their drawing - Communicate something about themselves in their drawings and paintings -	- Use a variety of source material for their work - Build on skills of tonal shading in their drawing. - Show facial expressions in their drawings. - Use different grades of pencil shade to show tones and textures. - Use sketching and drawing purposefully to produce a final piece of art.	- Show facial expressions and body language in drawings and paintings. - Use line, tone, shape and colour to represent figures and forms in movement. - Manipulate and experiment with the elements of art: line, tone, pattern, texture, space, colour and shape	- Begin to include measuring skills to help with proportion in their drawings. - Use shading to create mood, feeling and texture. - Organise line, tone, shape and colour to represent figures and forms in movement. - Express their emotion through drawings and paintings. - Learn and use technical vocabulary.	- Sketches to communicate emotions and a sense of self with accuracy and imagination. - Draw with precision using different gradient pencils or other mediums for effect. - Show shape, proportion and perspective in drawings and artwork

Painting	- Learn housekeeping- brush care, brush strokes, aprons and drying rack - Name and recognise primary colours - Explore mixing (not formal) - Have an understanding of warm/cold colours. - Experience adding white to colour to create tonal shades.	- Develop the ability to control paint and brush - Name and the primary and secondary colours - Create moods in their drawings and painting by using colours and techniques	- Use a variety of tools and techniques including the use of different brush sizes and types - Name and mix the primary and secondary colours, shades and tones - Create a piece of work in response to an artist - Use ICT to create and image	- Further, explore tint and tone in paintings. - Make and match colours with increasing accuracy and know which primary colours make secondary colours - Plan and create different effects and textures with paint according to what they need for the task - Use a range of brushes to create different effects	- Be able to apply the technical skills they are learning to improve the quality of their work e.g. select and use different brushes for different purposes. - Use more specific colour language e,g, tint, tone, shade and hue - Work confidently on a range of scales e.e thin brush on small picture etc - Show increasing independence and creativity with the painting process	- Independently develop a range of ideas, which show curiosity, imagination and originality. - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours - Create imaginative work from a variety of sources including ICT	- Make individual choices regarding choice of tools and techniques - Choose appropriate paint, paper and implements to adapt and extend their work - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours - Create imaginative work from a variety of sources including ICT
Textiles **Printing** **3D form**	- Simple collages - Developing and engaging with sensory experiences - Experience mark making using paint and other substances - Print using fingers, sponges, fruit and vegetables - Manipulate and use play dough/plasticine in play	- How to thread a needle, cut, glue and trim material - Create textures collages from a variety of media - Print to create a repeating pattern - Recreate a repeating pattern making changes - Complete one clay project - Explore sculpture with clay	- Stitch, knot and use other manipulative skills - Create textures collages from a variety of media such as fabric, plastic, magazines etc - Create a print using pressing, rolling, rubbing and stamping - Make a clay pot - Continue to develop skills within cutting, rolling and coiling of materials - Join two pieces of clay together	- Use a variety of techniques such as: printing, dying, weaving and embroidery - Create textures collages from a variety of media such as fabric, plastic, magazines etc - Develop skills in stitching. Cutting and joining	- Use a variety of techniques such as: printing, dying, weaving and embroidery - Match the tool to the material, naming them accurately - Experiment with a range of media e.g. overlapping, layering etc	- Join fabrics in different ways, including stitching - Use different threads, techniques, colours and textures when designing and masking pieces of work - Use a range of materials and media to create a collage -	- Join fabrics in different ways, including stitching - Use different threads, techniques, colours and textures when designing and masking pieces of work - Use a range of materials and media to create a collage

6.4 DT

Intent

Design and Technology encourages children to become designers and problem solvers, who can work independently or as a member of a team. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs. In order to ensure the children can tackle real problems the curriculum combines skills, knowledge, concepts and values. Our DT curriculum provides children with opportunities to research, represent their ideas, explore and investigate, develop their ideas, make products and evaluate their work. Children will be exposed to a wide range of media including ICT, woodwork, textiles and food. The children are also given opportunities to reflect upon and evaluate their designs and are encouraged to become innovators and risk-takers.

Implementation

In ensuring high standards of teaching and learning in design and technology, we implement a curriculum that covers knowledge and understanding, key skills and willingness to take risks or recognise where changes need to be made. The children engage in an iterative process of designing and making through creative and practical activities. Key skills and key knowledge for design and technology have been mapped across the school to ensure progression between year groups. Teachers are provided with additional planning time throughout the year to plan their curriculum. As part of the planning process, they work alongside other teachers within their key stage to plan the following:

Design

- Research and develop a design criteria to support the design process, creating appealing products that are fit for a purpose, aimed at a particular individual or group
- Communicate and model their ideas through discussion, annotated sketches and design plans

Make

- Use a wide range of tools and equipment to perform practical tasks accurately e.g. cutting, shaping, joining and finishing
- Use a wide range of materials and components, including construction materials, textiles and ingredients and be able to recognise which materials are appropriate for different designs

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their own ideas and products against their design criteria and consider the views of others to make improvements to their work

- Apply their understanding of how to strengthen more complex structures
- Apply their understanding of computing to program, monitor and control their products

Impact

We ensure the children build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality products for a wide range of users. The children build skills to evaluate and test their ideas and the work of others. They develop the creative, technical and practical expertise needed to carry out everyday tasks and participate in our technological world. Children design and make different products including learning how to cook safely. The product should be finished to a good quality and activities made appropriate to the age and ability of the child. Children learn how to take risks, become resourceful, enterprising and capable citizens. They gain an understanding of the impact technology has on daily life and the wider world through evaluating and testing. High-quality design and technology education makes an essential contribution to the creativity, culture and well-being of the nation.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School with a positive attitude towards Design and Technology.

Hanging Heaton Design Technology Progression Map

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Developing, planning and communicating ideas		- Draw on their own experiences to help generate ideas - Begin to understand how to identify a target group for what they intend to design and make based on a criteria - Suggest ideas and explain what they are going to do - Develop their design ideas applying findings from their earlier research	- Generate ideas by drawing on their own and other people's experiences - Develop their ideas through discussion, observation, drawing and modelling - Identify a purpose for what they intend to design and make - Identify simple design criteria and target group for what they intend to design - Make simple plans and label parts	- Select and use relevant resources and references to develop ideas - Identify a purpose and establish criteria for a successful product - Plan the order of their work before starting - Knows about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively with safety - 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 - Investigate the nature and qualities of different materials and processes systematically - Independently select and effectively use relevant processes in order to create a successful design	- Generate ideas through brainstorming and identify a purpose for their product - Draw up a specification for their design - Suggest alternative methods if first attempts fail - Systematically investigate, research and test ideas and plans using appropriate approaches	- Communicate 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 - Knows about the technical vocabulary and techniques for modifying the qualities of different materials and processes

Working with tools, equipment, materials and components to make quality products (inc-food)	- Experiment with 3D junk modelling. - Talk about their model. - Experience and test different materials.	- With support, measure, mark out, cut and shape a range of materials - Use tools such as scissors safely - Assemble, join and combine materials and components together using a variety of temporary methods e.g. glue/tape - Use simple finishing techniques to improve the appearance of their product - Know how to prepare simple dishes safely and hygienically without using a heat source. - know how to use techniques such as cutting.	- Begin to select tools and materials; use vocab' to name and describe them - Measure, cut and score with some accuracy - Assemble, join and combine materials in order to make a product - Cut, shape and join fabric - Follow safe procedures for food safely and hygiene - Choose and use appropriate finishing techniques - Demonstrate how to prepare simple dishes safely. - know how to use techniques such as cutting, peeling and grating.	- Select tools and techniques for making their product - Measure, mark out, cut, score and assemble components with more accuracy - Think about their ideas as they make progress and be willing to change things if this helps them improve their work - Use finishing techniques to improve the appearance of their product - Begin to understand how to use a range of techniques such as chopping, slicing, mixing, spreading, kneading and baking	- 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 - Begin to understand how to use a range of techniques such as chopping, slicing, mixing, spreading, kneading and baking	- 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 e.g. dry ingredients - Apply the rules for basic food hygiene and other safe practices e.g.hazzards - Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source	- Select appropriate tools, materials, components and techniques - Assemble components to make working models - Use tools safely and accurately - Construct products using permanent joining techniques - Make modifications as they go along - Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
Evaluating processes and products		- Evaluate their product by discussing how well it works in relation to the purpose - Discuss their work e.g. talk about what went well, why they chose certain textiles and what they would change to improve next time Ask and answer questions about their product	- 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 word both during and at the end of the assignment - Evaluate their products carrying out appropriate tests	- Evaluate and independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques - Evaluate it personally then seek evaluation from others	- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests - Record their evaluations using drawings and labels - Evaluate against their original criteria and suggest ways that their product could be improved

6.5 Music

Strategic intent

The National Curriculum for music aims to ensure that all pupils:

• Perform, listen to, review and evaluate music

• Be taught to sing, create and compose music

• Understand and explore how music is created, produced and communicated.

At Hanging Heaton the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Implementation

Content and Sequence

Each class focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. We have suggested a specific skills set for each year group, which will offer structure and narrative and which can be found on the Music Progression Map.

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as singing within Collective Worship and various concerts and performances. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play a variety of instruments. In doing so understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their music work and their skills.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School with a positive attitude towards Music.

Music Progression Map

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Play and Perform		Use voices in different ways such as speaking, singing and chanting To create and choose sounds To perform simple rhythmical patterns, beginning to show an	Use voices expressively and creatively. To sing with the sense of shape of the melody To create and choose sounds for a specific effect. To perform	To sing in unison, becoming aware of pitch. To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To sing in unison maintaining the correct pitch and using increasing expression. To play and perform parts with an increasing number of notes, beginning to show musical	To sing in unison with clear diction, controlled pitch and sense of phrase. To play and perform parts in a range of solo and ensemble contexts with	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase To think about the audience when

		awareness of pulse. To think about others when performing.	rhythmical patterns and accompaniments, keeping a steady pulse. To think about others while performing	To think about others while performing.	expression by changing dynamics. To think about others while performing.	increasing accuracy and expression. To maintain my own part and be aware how the different parts fit together.	performing and how to create a specific effect.
Create and Compose		To know about and experiment with sounds To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.	Repeat short rhythmic and melodic patterns To Begin to explore and choose and order sounds using the inter-related dimensions of music	To create simple rhythmical patterns that use a small range of notes. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To create rhythmical and simple melodic patterns using an increased number of notes. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Responding and reviewing appraising skills		To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	To respond to different moods in music and explain thinking about changes in sound. To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	To explore and comment on the ways sounds can be used expressively. To comment on the effectiveness of own work, identifying and making improvements.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. To comment on the effectiveness of won work, identifying and making improvements based on its intended outcome.	To describe, compare and evaluate different types of music beginning to use musical words. To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*. To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

Listening and applying knowledge and understanding		To begin to identify simple repeated patterns and follow basic musical instructions. To begin to understand that musical elements can be used to create different moods and effects. To begin to represent sounds with simple sounds including shapes and marks. To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	To identify and recognise repeated patterns and follow a wider range of musical instructions To understand how musical elements create different moods and effects. To confidently represent sounds with a range of symbols, shapes or marks. To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	To listen with attention and begin to recall sounds To begin to understand how different musical elements are combined and used to create an effect. To begin to recognise simple notations to represent music, including pitch and volume. To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to and recall patterns of sounds with increasing accuracy. To understand how different musical elements are combined and used expressively. To understand and begin to use established and invented musical notations to represent music. To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to and recall a range of sounds and patterns of sounds confidently. To begin to identify the relationship between sounds and how music can reflect different meanings. To recognise and use a range of musical notations including staff notation. To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To identify and explore the relationship between sounds and how music can reflect different meanings. To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material. To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

***Inter-related dimensions of music (dynamics):**
PULSE: the steady beat of a piece of a piece of music
PITCH: the melody and the way the notes change from low to high and vice versa.
RHYTHM: or duration is the pattern of long and short sounds in a piece of music
DYNAMICS: Loud and soft
TEMPO: Fast and slow
TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
TEXTURE: Layers of sound (number of instruments or voices playing together)
STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.

6.6 Computing

Strategic intent

We offer a structured sequence of lessons, helping teachers to ensure that they have covered the skills required to meet the aims of the national curriculum. The content allows for a broad, deep understanding of computing and how it links to children's lives. It offers a range of opportunities for consolidation, challenge and variety. This allows children to apply the fundamental principles and concepts of computer science. They develop analytical problem-solving skills and learn to evaluate and apply information technology. It also enables them to become responsible, competent, confident and creative users of information technology.

Implementation

Content and Sequence

Our sequence of progression can be found on the Computing Progression Maps and intends to inspire pupils to develop a love of the digital world, see its place in their future and give teachers' confidence. Cross-curricular links are also important in supporting other areas of learning and where possible lessons tie in with other topic work. Our lesson plans and resources help children to build on prior knowledge at the same time as introducing new skills and challenges.

In KS1, the focus is on developing the use of algorithms, programming and how technology can be used safely and purposefully. In KS2, lessons still focus on algorithms, programming and coding but in a more complex way and for different purposes. Children also develop their knowledge of computer networks, internet services and the safe and purposeful use of the internet and technology. Data Handling is featured more heavily in UKS2. Skills learnt through KS1 and LKS2 are used to support data presentation. We suggest a specific sequence skills for each year group, offering structure and narrative. These are not to be used exclusively but will support teachers' planning

Impact

Learning in computing will be enjoyed across the school. Teachers will have high expectations and quality evidence will be presented in a variety of forms. Children will use digital and technological vocabulary accurately, alongside a progression in their technical skills. They will be confident using a range of hardware and software and will produce high-quality purposeful products. Children will see the digital world as part of their world, extending beyond school, and understand that they have choices to make. They will be confident and respectful digital citizens going on to lead happy and healthy digital lives.

Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their computing work and their skills.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School with a positive attitude towards computing.

Computing Progression Map

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
E-safety & E-Sense		Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or their online technologies.		Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content.			
		I can keep my password private. I can tell you what personal information is. I can tell an adult when I see something unexpected or worrying online. I can talk about why it's important to be kind and polite. I can recognise an age appropriate website. I can agree and follow sensible e-safety rules.	I can explain why I need to keep my password and personal information private. I can describe the things that happen online that I must tell an adult about. I can talk about why I should go online for a short amount of time. I can talk about why it is important to be kind and polite online and in real life. I know that not everyone is who they	I can talk about what makes a secure password and why they are important. I can protect my personal information when I do different things online. I can use the safety features of websites as well as reporting concerns to an adult. I can recognise websites and games appropriate for my age.	I can choose a secure password when I am using a website. I can talk about the ways I can protect myself and my friends from harm online. I can use the safety features of websites as well as reporting concerns to an adult.	I protect my password and other personal information. I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. I know that anything I post online can be seen, used and may affect others. I can talk about the dangers of spending	I protect my password and other personal information. I can explain the consequences of sharing too much information about myself online. I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I can explain the consequences of spending too much time online or on a game. I can explain the consequences to myself and others of not communicating kindly and respectfully.

			say they are on the internet.	I can make good choices about how long I spend online. I ask an adult before downloading files and games from the internet. I can post positive comments online.	I know that anything I post online can be seen by others. I choose websites and games that are appropriate for my age. I can help my friends make good choices about the time they spend online. I can talk about why I need to ask a trusted adult before downloading files and games from the internet. I comment positively and respectfully online.	too long online or playing a game. I can explain the importance of communicating kindly and respectfully. I can discuss the importance of choosing an age appropriate website or game .I can explain why I need to protect my computer or device from harm. I know which resources on the internet I can download and use	I protect my computer or device from harm on the internet.
Programming		Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.		Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.			
		I can give instructions to my friend and follow their instructions to move around. I can describe what happens when I press buttons on a robot. I can press the buttons in the correct order to make my robot do what I want. I can describe what actions I will need to do to	I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. I can tell you the order I need to do things to make something happen and talk about this as an algorithm.	I can break an open-ended problem up into smaller parts. I can put programming commands into a sequence to achieve a specific outcome. I keep testing my program and can recognise when I need to debug it. I can use repeat commands.	I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. I can use an efficient procedure to simplify a program. I can use a sensor to detect a change which can select an action within my program.	I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. I can refine a procedure using repeat commands to improve a program. I can use a variable to increase programming possibilities.	I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. I can explain and program each of the steps in my algorithm. I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. I can recognise when I

		make something happen and begin to use the word 'algorithm'. I can begin to predict what will happen for a short sequence of instructions. I can begin to use software/apps to create movement and patterns on a screen. I can use the word 'debug' when I correct mistakes when I Program.	I can program a robot or software to do a particular task. I can look at my friend's program and tell you what will happen. I can use programming software to make objects move. I can watch a program execute and spot where it goes wrong. o that I can debug it.	I can describe the algorithm I will need for a simple task. I can detect a problem in an algorithm which could result in it not working.	I know that I need to keep testing my program while I am putting it together. I can use a variety of tools to create a program. I can recognise an error in a program and debug it. I can recognise that an algorithm will help me sequence more complex programs. I recognise that using algorithms will also help solve problems in other learning such as maths, science and design technology.	I can change an input to a program to achieve a different output. I can use 'if' and 'then' commands to select an action. I can talk about how a computer model can provide information about a physical system. I can use logical reasoning to detect and debug mistakes in a program. I use logical thinking, imagination and creativity to extend a program.	need to use a variable to achieve a required output. I can use a variable and operators to stop a program. I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. I can use logical reasoning to detect and correct errors in algorithms and programs.
Handling Data		Pupils should be taught to use technology purposefully to organise and manipulate digital content. I can talk about the different ways in which information can be shown. I can use technology to collect information, including photos, video and sound. I can sort different kinds of information and present it to others. I can add information to a pictograph and talk to you about what I have found out.	I can talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. I can make and save a chart or graph using the data I collect. I can talk about the data that is shown in my chart or graph. I am starting to understand a branching database. I can tell you what kind of information I could	Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and Information I can talk about the different ways data can be organised. I can search a ready-made database to answer questions. I can collect data to help me answer a question. I can add to a database. I can make a branching database. I can use a data logger to monitor changes and can talk about the information collected.	I can organise data in different ways. I can collect data and identify where it could be inaccurate. I can plan, create and search a database to answer questions. I can choose the best way to present data to my friends. I can use a data logger to record and share my readings with my friends.	I can use a spreadsheet and database to collect and record data. I can choose an appropriate tool to help me collect data. I can present data in an appropriate way. I can search a database using different operators to refine my search. I can talk about mistakes in data and suggest how it could be checked.	I can plan the process needed to investigate the world around me. I can select the most effective tool to collect data for my investigation. I can check the data I collect for accuracy and plausibility. I can interpret the data I collect. I can present the data I collect in an appropriate way. I use the skills I have developed to interrogate a database.

			use to help me investigate a question.				
Multimedia		Pupils should be taught to use technology purposefully to organise and manipulate digital content.		Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.			
		I can be creative with different technology tools. I can use technology to create and present my ideas. I can use the keyboard or a word bank on my device to enter text. I can save information in a special place and retrieve it again	I can use technology to organise and present my ideas in different ways. I can use the keyboard on my device to add, delete and space text for others to read. I can tell you about an online tool that will help me to share my ideas with other people. I can save and open files on the device I use.	I can create different effects with differenttechnology tools. I can combine a mixture of text, graphics and sound to share my ideas and learning. I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. I can evaluate my work and improve its effectiveness. I can use an appropriate tool toshare my work online.	I can use photos, video and sound to create an atmosphere when presenting to different audiences. I am confident to explore new media to extend what I can achieve. I can change the appearance of text to increase its effectiveness. I can create, modify and present documents for a particular purpose. I can use a keyboard confidently and make use of a spellchecker to write and review my work. I can use an appropriate tool to share my work and collaborate online. I can give constructive feedback to my friends to help them improve their work and refine my own work.	I can use text, photo, sound and video editing tools to refine my work. I can use the skills I have already developed to create content using unfamiliar technology. I can select, use and combine the appropriate technology tools to create effects that will have an impact on others. I can select an appropriate online or offline tool to create and share ideas. I can review and improve my work and support others to improve their work.	I can talk about audience, atmosphere and structure when planning a particular outcome. I can confidently identify the potential of unfamiliar technology to increase my creativity. I can combine a range of media, recognising the contribution of each to achieve a particular outcome. I can tell you why I select a particular online tool for a specific purpose. I can be digitally discerning when evaluating the effectiveness of my work and the work of others.

Technology in our lives		Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.		Pupils should be taught to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.			
		I can recognise the way we use technology in our classroom. I can recognise ways that technology is used in my home and community. I can use links to websites to find information. I can begin to identify some of the benefits of using technology	I can tell you why I use technology in the classroom. I can tell you why I use technology in my home and community. I am starting to understand that other people have created the information I use. I can identify benefits of using technology including finding information, creating and communicating. I can talk about the differences between the internet and things in the physical world.	I can save and retrieve work on the internet, the school network or my own device. I can talk about the parts of a computer. I can tell you ways to communicate with others online. I can describe the World Wide Web as the part of the internet that contains websites. I can use search tools to find and use an appropriate website. I can think about whether can use images that I find online in my own work.	I can tell you whether a resource I am using is on the internet, the school network or my own device. I can identify key words to use when searching safely on the World Wide Web. I think about the reliability of information I read on the World Wide Web. I can tell you how to check who owns photos, text and clipart. I can create a hyperlink to are source on the World Wide Web.	I can describe different parts of the internet. I can use different online communication tools for different purposes. I can use a search engine to find appropriate information and check its reliability. I can recognise and evaluate different types of information I find on the World Wide Web. I can describe the different parts of a webpage. I can find out who the information on a webpage belongs to.	I can tell you the internet services I need to use for different purposes. I describe how information is transported on the internet. I can select an appropriate tool to communicate and collaborate online. I can talk about the way search results are selected and ranked. I can check the reliability of a website. I can tell you about copyright and acknowledge the sources of information that I find online.

6.7 MFL

Strategic intent

Our MFL Curriculum aims to develop children's curiosity and help deepen their understanding of the world. It enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

We intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Implementation

Content and Sequence

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in, the order of which can be found on the MFL Progression Map.

Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons provide structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is woven throughout learning. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning.

Impact

We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and KWL grids and summative assessments aimed at targeting next steps in learning. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All KS2 children in school can speak confidently about their MFL work and their skills.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School with a positive attitude towards French.

MFL Progression Map

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spoken Language					Join in with songs and rhymes Respond to a simple command Answer with a single word Answer with a short phrase Ask a question Choose the right word to complete a phrase Choose the right word to complete a short sentence	Name and describe people, places and objects Have a short conversation saying 3-4 things Give a response using a short phrase Starting to speak in sentences	Hold a simple conversation with at least 4 exchanges (example of topics: sports, animals, likes and dislikes - food, at the market, what's the weather like?)	Hold a simple conversation with at least 4 exchanges (example of topics: at the café, what I'm wearing, time, where to stay) Use my knowledge of grammar to speak correctly (eg. Conjugating main verbs such as *avoir, être* and *aller,* masculine and feminine, order of adjectives)
Reading					Read and understand single words Read and understand short phrases Use simple dictionaries to understand the meaning of words	Read and understand a short passage using familiar language Explain the main points in a short passage Read a passage independently Use a bilingual dictionary or glossary to look up new words	Understand a short story or factual text and note the main points.	Understand a short story or factual text and note the main points. Use the context to work out unfamiliar words.
Writing					Write some Year 3 topic single words correctly Label a picture Copy a simple word or phrase	Write phrases from memory Write 2-3 short sentences on a familiar topic Say what I like/dislike about a familiar topic eg. Food	Substitute words and phrases in a text.	Write a paragraph of 4-5 sentences

6.8 PSHCE

Strategic intent

Our PSHCE curriculum aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing and prepare them to be global citizens now and in their future roles within a global community. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHCE curriculum coverage is a vital tool in preparing children for life in society now and in the future. PSHCE units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

Our PSHCE curriculum is fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHCE provision in schools. Our curriculum covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. It fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHCE curriculum.

Implementation

Content and Sequence

PSHCE is taught by class teachers in a number of ways: as a discrete subject, through cross curricular work and through weekly skills for living/character curriculum sessions. Lessons are delivered in a creative manner, using many approaches such as role play, discussion, investigations, problem solving and games. These activities enable children to build confidence and resilience

A Long Term Plan is produced each year which identifies which objectives are to be taught across each half term. These are based on the core areas of Health and Wellbeing, Relationships and Living in the Wider World. These core areas are revisited each year. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of

the child. British Values are also incorporated into these long term plans. In addition there is a Progression Map for PSHCE which show in which year group specific objectives are taught and which skills are acquired.

Impact

Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Our PSHCE curriculum supports our school's priorities for promoting children's physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School with the knowledge, skills and attributes they need to succeed at school and in the wider world.

PHSCE Progression Map

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Relationships	Know how to make friends Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others Know how to help themselves and others when they feel hurt and upset Know and show what makes a good relationship	• Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.	• Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). • They can set themselves simple goals .	• Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.	• They can express their views confidently and listen to and show respect for the views of others. • They know what a friend is and does and how to cope with some friendship problems.	• They can identify ways to face new challenges. • They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.	• They can identify positive ways to face new challenges (for example the transition to secondary school). • They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. • They can talk about a range of jobs, and explain how they will develop skills to work in the future. • They can demonstrate how to look after and save money.
Health & Wellbeing	Have made a healthy choice Have eaten a healthy balanced diet Have been physically active Have tried to keep themselves and others safe Know how to be a good friend and enjoy healthy relationships. Understand that everyone is unique and special Can express how they feel when change happens	• Children can explain ways of keeping clean and they can name the main parts of the body. • They can explain that people grow from young to old.	• Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. • Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.	• Children can make choices about how to develop healthy Lifestyles.	• They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. • They understand when they should keep secrets and promises, and when they should tell somebody about them.	• They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations.	• They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. • They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.

	Understand and respect the changes that they see in themselves and other people Know who to ask for help if they are worried about change Are looking forward to change						
Living in the Wider World	Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied Try to solve problems Try to use kind words	• Children can explain different ways that family and friends should care for one another	• Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. • They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). • They can identify and respect differences and similarities between people.	• Children can explain how their actions have consequences for themselves and others. • They can describe the nature and consequences of bullying, and can express ways of responding to it. • They can show how they care for the environment (e.g. animals and school grounds)	• They can describe the nature and consequences of bullying, and can express ways of responding to it. • They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).	• Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.	• They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

6.9 PE

Strategic intent

Our PE Progression Maps, in Athletics, Dance, Games and Gymnastics help teachers ensure they have progressively covered the requirements of the PE National Curriculum. By using those children have a varied and well mapped out PE curriculum. It provides the opportunity for progression across the full breadth of the PE National Curriculum for KS1 and KS2 for both indoor and outdoor PE. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. It is our intention to develop a lifelong love of physical activity, sport and PE in all young people.

We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. These elements are always clearly identified both in lesson plans and on progression maps. All lessons are carefully differentiated which helps to ensure that learning is as tailored and inclusive as possible. It is also the intention to ensure that every child has access to at least 60 minutes of physical activity every day.

Implementation

Content and Sequence

All teachers are equipped and trained with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise. Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build depth to the children's knowledge, skills and understanding in PE.

A more formal summative assessment spreadsheet is included to help monitor the impact against National Curriculum aims and is updated termly.

We have suggested a specific skills set for each year group, which will offer structure and narrative and which can be found on the relevant PE Progression Maps. They are by no means to be used exclusively, but can be used to support planning

Impact

PE learning is loved by teachers and pupils across school. Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. We encourage a high level of engagement and understanding. Attainment and progress can be measured using our assessment spreadsheets and is analysed annually. Our aim is to help develop a positive and healthy physical and mental outlook in the future for our pupils.

Children will become more confident in analysing their work and giving their opinion on their own and others' performance. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their PE work and their skills.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School with a positive attitude towards PE.

PE Progression Maps

Progress Maps- Multi Skills (Games)		
Age Related Expectations	Reception	• Children can go backwards and sideways as well as forwards. • Children are able to experiment with different ways of moving. • Children show an understanding of the need for safety when tackling new challenges. • Children are able to avoid dangerous places and equipment. • Children can move with confidence, imagination and in safety. • Children can move with control and coordination. • Children demonstrate awareness of space, of themselves and of others. • Children demonstrate understanding of how to transport and store equipment safely. • Children are able to practise some appropriate safety measures without direct supervision. • Children are able to recognise the changes that happen to their bodies when they are active. • Children recognise the importance of keeping healthy, and those things which contribute to this. • Children are able to use a range of small and large equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Children show good control and coordination in large and small movements, they move confidently in a range of ways, safely negotiating space. • Shows a preference for a dominant hand.
Greater Depth	Reception	• Children clan target throwing, rolling, kicking and catching games. • Children can use skills in different ways, such as hopping backwards and galloping sideways in game situations. • Children are able to respond to whole-body action rhymes such as 'Head, Shoulders, Knees and Toes' (warm up) • Children know the rules for being safe in different spaces.
Age Related Expectations	Year 1	• A change of direction/speed easily • Control of basic actions • Concept of aiming • Use different skills in response to opponent • To recognise space • Children can move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Children can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Children demonstrate the control necessary to hold a shape or fixed position. • Children can negotiate an appropriate pathway when walking, running or using a wheelchair or other mobility aids, both indoors and outdoors. • To be able to work in a team. • To be able to roll, jump, run and kick and begin to put them into a sequence. • To be able to strike a ball using a batting aid (small or large cone, batting prompt) and catch a large ball. • To develop tactics and communicate with others when appropriate.

Greater Depth	Year 1	• Children can judge body space in relation to spaces available when fitting into confined spaces or negotiating openings and boundaries. • Children demonstrate respect for other children's personal space when playing among them. • Children can persevere in repeating some actions or attempts when developing a new skill. • Children can collaborate in devising and sharing tasks, including those which involve accepting rules. • Children are able to observe the effects of activity on their bodies. • To be able to join individual movements e.g. jumps then run seamlessly. • To begin to lead others when appropriate.
Age Related Expectations	Year 2	• Perform range of movement • Awareness of others • Simple decision making • Choose and use different tactics • React to different situations • Knowledge of scoring/rules • To use the terms 'Opponent' and 'Team mate' • To run with a coordinated style • To jump in a variety of different ways and land safely, hopping and leaping • To be able to catch a tennis ball • To be able to follow rules within a game and respect decisions that are made
Greater Depth	Year 2	• Concept of heart rate • Anticipate effects on body after playing games • Watch and describe performances accurately • Understand what is good • Copying and improvement • To understand the different roles within a team • To throw and catch continuously in a rally • To link a sequence of jumps • To throw and catch with control / accuracy to keep a rally going
Age Related Expectations	Year 3	• Use range of skills to keep possession and control of the ball • Make progression towards a goal on their own or with others • Use of space • To understand the different roles within a team • To demonstrate a change of pace • To link a sequence of jumps • To throw and catch with control / accuracy, to maintain possession of the ball • To show signs of 'sportsmanship'
Greater Depth	Year 3	• Recognise and describe what happens to their breathing and heart rate during exercise • Which games require speed and stamina • Describe/keep possession • Identify best/most difficult practise and players • To begin to choose appropriate tactics to cause problems for the opposition • To have accurate possession of a ball and to be able to keep it for a period of time

Age Related Expectations	Year 4	• Use range of techniques - change of direction/speed - consistency and control in games - greater speed and flow • Rules of game/improve • Adapt rules to their own game/teach others • Range of tactics to score/shoot • Throw and catch with control / accuracy over a longer distance and with increasing speed • Strike a ball and field with control • Choose appropriate tactics to cause problems for the opposition • Follow the rules of the game and play fairly • Maintain possession of a ball e.g. with feet, a hockey stick or hands • Pass to team mates at appropriate times • Lead others and act as a respectful team member •
Greater Depth	Year 4	• Devise warm up activities suitable to their game • Explain tactics and skills • Practise the skills in different ways • Describe/understand how to improve • Offer advice and support to team mates in the style of a 'captains' role • Know when to conserve energy in team situations by holding positions
Age Related Expectations	Year 5	• Accuracy/confidence/ control of skills • Attack/defence • Respond consistently to game situation • Understand positions and use of space and tactics when attacking and scoring goals • Defensive duties • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking etc) • Work alone or with team mates in order to gain points or possession • Strike a bowled or volleyed ball with accuracy • Use forehand when playing racket games • Uphold the spirit of fair play and respect in all competitive situations • Act as a good role model towards others and in a team
Greater Depth	Year 5	• Suggest warm up ideas and explain choice • Recognise exercises for strength, speed and stamina • Explain why performance is good • How to improve • Give examples • Be able to evaluate own and others skills to improve performances
Age Related Expectations	Year 6	• Combine and control to adapt to situation with greater speed • Pass or dribble to keep possession and make progress towards goal • Use attack/defence skills • Change formation/suit need of game • Choose and combine techniques in game situations (running, throwing,catching,passing,jumping and kicking etc) • Work alone or with team mates in order to gain points or possession • Demonstrate correct fielding positions (long barrier and short barrier, field with safe hands under pressure to reduce runs scored) • Act as a good role model towards others and within a team
Greater Depth	Year 6	• Importance of fitness and types of fitness • Healthy lifestyle • Recognise/describe good team and individual performance • Own and others performance and suggest ways of improvement

Progress Maps- Athletics		
Age Related Expectations	Reception	• To be able to move with control and care. • Run, walk, jog, hop, skip, leap, gallop or jump in different directions. • Begin to run at different speeds. • Jump from a standing position with accuracy / control • Throw a ball into a hoop. • Be able to hop on one leg.
Greater Depth	Reception	• To land safely after jumping
Age Related Expectations	Year 1	• To be able to move with control and care. • Use a simple overarm throw. • Use and underarm throw. • Throw a ball into a hoop. • Run, walk, jog, hop, skip, leap, gallop or jump in different directions. • Begin to run at different speeds. • Jump as high and as far as possible using correct technique • Use different ways of jumping. • Land safely with control.
Greater Depth	Year 1	• Run at different speeds, selecting the correct speed for the activity • Create and improve a sequence of jumps • Get used to keeping objects under control
Age Related Expectations	Year 2	• Throw a ball at or over a target. • Run at different speeds. • Use correct technique for jumping for height and distance, improving their own performance. • Jump from a standing position with accuracy and control. • Land safely with control and correct technique. • Create and improve a sequence of jumps.
Greater Depth	Year 2	• Use a range of throwing techniques e.g. underarm throw and over arm throw • Jump in a number of ways, using a run up when appropriate
Jump	Year 3	• demo 5 basic jumps • run continuously for about 1 minute • demo a range of throwing actions/ techniques (underarm , over arm) • Sprint over a short distance 60m • Run over long distance, conserving energy in order to sustain performance • Throw with accuracy to hit a target or cover a distance • Jump in a number of ways, using a run up when appropriate • Compete with others and aim to improve personal best • Change pace when necessary within competitive situations

Greater Depth	Year 3	• Know when to use different throws depending on distance required • Start to link jumps in recognised ways e.g. triple jump, standing long jump • Describe what happens to their bodies after different types of activities
Age Related Expectations	Year 4	• Demo combination of jumps • Run continuously, smoothly and at different speeds • Throw a range of implements in target area consistently • Combine sprinting with low hurdles over 60m. • To be able to set a manageable pace and keep running over a long distance e.g. 1km • Show control on takeoff and landing when jumping • Throw accurately and analyse technique and body shape to improve performance.
Greater Depth	Year 4	• To set a manageable pace and keep running for a minimum of 1km • Compete with others and keep track of personal best, setting targets for improvement • Combine sprinting with low hurdles over 60m
Age Related Expectations	Year 5	• Perform range of jumps with control and consistency • Sustain pace over longer distances (speed and stamina) • Throw with greater control and accuracy • Run efficiently over a variety of distances changing and increasing speed when necessary • Compete with others and keep track of personal best • Show control in take offs and landings when jumping
Greater Depth	Year 5	• Practise techniques and execute performances which improve over time. • To run a minimum of 1km without stopping making sure you pace yourself and stick to appropriate speed. • Combine sprinting with low hurdles over 60m.
Age Related Expectations	Year 6	• Throw accurately and refine performance by analysing technique and body shape. • Combine sprinting with low hurdles over 60m • Compete with others and keep track of personal best • Practise techniques and execute performances which improve over time • To run a minimum of 1km without stopping making sure you go an appropriate speed. • Run efficiently over a variety of distances increasing the speed when necessary
Greater Depth	Year 6	• Show an awareness of teaching points to improve own and others performance • Guide and support others when improving performance • To demonstrate correct takeoff position and landing position when jumping

Progress Maps- Gymnastics		
Age Related Expectations	Reception	• Experiment with different ways of moving. • Jumps off an object and lands appropriately. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
Greater Depth	Reception	
Age Related Expectations	Year 1	• To move around within a space. • To show the contrasts (such as Small, Tall, Wide & Narrow (Long). • To copy and perform individual movements. • To work in pairs to copy and practise balances. • To think about and perform different ways of travelling in a space. • Use equipment safely.
Greater Depth	Year 1	• Basic travelling, jumping, rolling and climbing. • Be still. • Link basic actions.
Age Related Expectations	Year 2	• To move with control and awareness of space. • To show contrasts (Such as Small, Tall, Straight, Curved, Wide and Narrow). • Link 2-4 actions to make a sequence. • To balance on different points of the body. • Travel by rolling forwards, backwards and sideways. • Climb safely on to equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.
Greater Depth	Year 2	• Repeat range of actions, control and coordination accurately. • Smooth, from still to travelling.
Age Related Expectations	Year 3	• Plan, perform and repeat sequences with increasing complexity and control. • Link movements into sequences. • Show changes of direction, speed and level changing performance. • Travel in a variety of ways including flight, by transferring weight to generate power in movements.

Greater Depth	Year 3	• Explore equipment combinations. • Ways of using shape, balance & travel.
Age Related Expectations	Year 4	• Plan, perform and repeat sequences. • Move in a fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Swing and hang from equipment safely using hands.
Greater Depth	Year 4	• Perform actions / agilities with consistency, fluency and clarity. • With a partner (Unison). • Combine actions / Maintain quality.
Age Related Expectations	Year 5	• I can make complex extended sequences. • I can combine action, balance and shape. • Perform combinations of actions / agilities. • Clear differences between levels, speed and direction. • Consistent and fluent. • Good body tension and extension.
Greater Depth	Year 5	• Repeat longer sequence accurately. • More difficult actions. • Clear Body Shape • Change of direction. • Adapt for partner / small group.
Age Related Expectations	Year 6	• I can combine my own work with that of others. • I can link sequences to specific timings. • Perform fluently difficult combinations. • Cooperative working- partners / small groups.
Greater Depth	Year 6	• Longer sequences. • Fluency / Clarity. • Vary direction to improve look. • Use Levels. • Use pathways. • Plan variations in actions / speed.

Progress Maps- Dance		
Age Related Expectations	Reception	• Children can go backwards and sideways as well as forwards. • Children are able to experiment with different ways of moving. • Children can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Children show understanding of the need for safety when tackling new challenges. • Children avoid dangerous places and equipment. • Children are able to move with confidence, imagination and in safety. • Children are able to move with control and coordination. • Children show awareness of space, of themselves and of others. • Children are able to practise some appropriate safety measures without direct supervision. • Children begin to move rhythmically [Creative development]. • Children recognise the importance of keeping healthy, and those things which contribute to this. • Children recognise the changes that happen to their bodies when they are active. • Children express and communicate their ideas, thoughts and feelings by using…movement [Creative development]. • Children recognise repeated sounds and sound patterns and match movements to music [Creative development]. • Children use their imagination in dance [Creative development].
Greater Depth	Reception	• Children can hop confidently and skip in time to music
Age Related Expectations	Year 1	• respond to diff stimuli • copy, explore basic actions • copy simple pattern • choose movement - phrases (beginning, middle & end) • practise and repeat phrases - controlled way
Greater Depth	Year 1	• Copy and remember simple dance moves and positions. • Move to music showing coordination and rhythm. • Children are able to create their own simple dance moves • Be able to choose a range of simple movements to communicate a mood or feeling.
Age Related Expectations	Year 2	• talk about different stimuli - starting point • explore response to stimulus, ideas, moods, feelings • growing range of movements • choose & link actions - short dance phrases, express • remember & repeat short phrase - control, co-ordination, spatial awareness • use rhythmic & dynamic qualities to express • sensitivity to accompaniment
Greater Depth	Year 2	• To move in different directions with control and coordination through their upper and lower limbs. • To copy and remember more developed dance moves. • Link four or more actions together to perform a sequence, showing control & coordination. • To change speeds within a performance to suit the music.

Age Related Expectations	Year 3	• show imaginative response through use of language and choice of movement • incorporate - different quality dynamics explore and develop new actions - partner; small group • link actions - partner, small group • short dances with expression - awareness of others describe - good dance phrase
Greater Depth	Year 3	• Plan, perform and repeat sequences including some independent ideas. • Move in a clear, fluent and expressive manner. • Refine movement into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.
Age Related Expectations	Year 4	• think about character and narrative ideas; respond through movement • experiment wide range of actions (space, speed, tension continuity - own, partner, group) • different compositional ideas to create motifs - unison, cannon action, reaction, question and answer • remember, practise, combine - longer, more complex phrases communicate what they want - fluency, control, sensitivity to accompaniment
Greater Depth	Year 4	• Plan, perform and repeat sequences including some independent idea which begin to include creativity. • Maintain expression throughout a sequence of movements. • Create dances and movements that convey a definite idea with a theme in mind. • To understand the need to develop physical strength and suppleness to enhance performance.
Age Related Expectations	Year 5	• explore, improvise, choose - to create new motifs (chosen style) • perform specific skills, patterns for different dance styles – accuracy • compose, develop and adapt motifs - make phrases to use in longer dances
Greater Depth	Year 5	• warm up and cool down independently • use exercises that stretch and tone - help them prepare
Age Related Expectations	Year 6	• respond to range of stimuli improvising freely - controlled movements and patterns • explore ideas imaginatively - actions, dynamics, space, relationships • select, use range of compositional ideas to create motifs that demonstrate idea • perform with clarity and sensitivity to accompaniment - own, partner, group
Greater Depth	Year 6	• Choose their own music and style. • To understand the need to develop physical strength and suppleness to enhance their performance. • Listen to, and respond accordingly, to advice from others as to how to improve their performance. • Take responsibility for their own skill progression by suggesting ways to make activities more challenging.

CLASS 1 CREATIVE CURRICULUM OVERVIEW 2019-20

Theme	The Royal family	Animals	Pirates	Changes old and new	Art and artists	The Olympics
Core focus	**History**	**Geography**	**History**	**History**	**History**	**History/Geography**
Science	Plants	Animals including humans	Everyday materials	Seasonal changes	Developing scientific thinking through games	Developing scientific thinking through games
Computing	E- Safety Using apps to create movement Recognising the uses of technology	How information and data is presented	Programming- beebots	Using websites links to find information	Using ICT to create an image	Photos, videos and sounds Creating a power point presentation
Geography	Map of the UK- identifying the countries making up the UK	Exploring different hot and cold countries	N/A	Weather changes and charts	N/A	Global and environmental issues
History	Queen Elizabeth II Key events in history	N/A	What is a pirate?	Identifying old and new items and how things change over time	N/A	N./A
Art	Self portraits Sketching and editing	Using primary and secondary colours	N/A	Sketching old and new items	Van Gogh study	Repeating patterns
DT	Cut food safely	Clay animal sculptures	Junk modelling- building a pirate ship	N/A		N/A
MUSIC	Music Express – Ourselves(Exploring Sounds) Our Bodies (Beat)	Music Express – Animals (Exploring Pitch) Number (Beat)	Music Express – Machines (Beat) Pattern (Beat)	Music Express - Weather (Exploring sounds) Seasons (Pitch)	Music Express – Travel (Performance) Storytime (Exploring Sounds)	Music Express – Our School (Exploring sounds) Water (Pitch)
RE	Where do we live and who lives there?	How are special items celebrated?	Who and what are special	What makes Easter important?	What makes a good helper?	How and why do we care for others?
PSHCE	Rules and responsibilities	Anti-bullying Getting on and falling out	Looking after yourself including physical and mental health	Managing feelings and opinions	SRE (Living and Growing) Positive relationship	Changes and preparation
WOW & Enrichment Experiences	Queen's tea party Harvest Festival service Nativity Play & Carol Service	RE/citizenship day Christmas fair and parties Nativity Aladdin pantomime	Chinese new year Maths/science day Pirates day- visit from real history alive.	World book day Easter service	Visit to Art gallery School Art exhibition	Around the world- Olympics day

CLASS 2 CREATIVE CURRICULUM OVERVIEW 2019-20

Theme	The Royal family	Animals	Pirates	Changes old and new	Art and artists	The Olympics
Core focus	**History**	**Geography**	**History**	**History**	**History**	**History/Geography**
Science	Plants	Animals including humans	Uses of everyday materials	Living things and habitats	Forces and magnets	Developing scientific thinking through games
Computing	E- Safety Using apps to create movement Recognising the uses of technology	How information and data is presented Gathering data from online	Programming- beebots	Using websites and links Researching and gathering information	Using ICT to create an image	Photos, videos and sounds Creating an interactive project
Geography	Map of the UK- identifying the countries making up the UK	Hot and cold countries, oceans and islands	Islands- coordinates	Weather changes and charts. What they like and dislike about their local area	N/A	Global and environmental issues
History	Queen Elizabeth II King Henry VIII Key events in history	N/A	Famous pirates	Identifying old and new items. What has changed in our local area	N/A	N./A
Art	Self portraits Sketching and editing	Using primary and secondary colours	N/A	Sketching using artefacts	Van Gogh study	Repeating patterns
DT	Cut food safely	Clay animal sculptures	Junk modelling- building a pirate ship Planning and editing	N/A		N/A
MUSIC	Ourselves- exploring sounds	Animals- pitch	Number- beat	Weather- exploring sounds	Water- pitch	Travel- Performance
RE	Which books and stories are special?	How do we celebrate special events?	How is new life welcomed?	What makes Easter important?	How and why do people pray?	How can we look after our planet?
PSHCE	Being responsible	Getting on and falling out	Safety first	Think positive	Keeping money safe	Differences
WOW & Enrichment Experiences	Queen's tea party Harvest Festival service Nativity Play & Carol Service	RE/citizenship day Christmas fair and parties Nativity Aladdin pantomime	Chinese new year Maths/science day Pirates day- visit from real history alive.	World book day Easter service	Visit to Art gallery School Art exhibition	Around the world- Olympics day

CLASS 3 CREATIVE CURRICULUM OVERVIEW 2019-20

Theme	The good, the bad and the ugly (1 term)	Where in the world are we? (1 term)	Art and Artists (half term)	The Olympics (half term)
Core focus	History	Geography	History	Geography/ History
Science	Animals including humans & Plants	Light & Rocks and soil	Sound	Living things and their habitats.
Computing	1. E-Safety What makes a secure password, how to use the internet safely & 2. Digital imagery,landscapes, /photos, Different effects, creating products, using photos	Communication & collaboration (research) Use search to find and use an appropriate website Multimedia tour guide/guide book Combine text, graphics and sound.	Data handling Evaluate work and improve its effectiveness	Databases – Top Trumps Search a database, adding to and creating a database
Geography	N/A	Compare London and Hanging Heaton	N/A	Locate countries using maps
History	The Victorians Timeline of events, in the classroom, inventions	N/A	Historical artists - profiles	Ancient Greek civilisation
Art	2.Victorian Christmas landscape Range of media/colours to create	1. Still-life - food	National Gallery	N/A
DT	1.Electricity-doll's house Plan, create and evaluate product	2. British food	N/A	Greek Masks
MUSIC	1.Composition-compose music for a range of purposes Pitches-listen with attention to detail 2.Use terminology	1.Melody-Play/perform using voices and musical instruments 2.Create a specific mood/feeling	Improvise using repeated patterns	Famous composers-understanding the history of music
MFL	1. All about me, 2. Time Understand short passages from a familiar language	All around town & Food Glorious Food Give a personal response using short phrases	Family and Friends Read independently a short passage, write 2-3 short sentences	Our school Say what they like/ dislike about a topic
RE	How do Jews remember God's covenant with Abraham & Moses? How are important events remembered?	What faiths are shared in our country? Easter – Joy and Sadness	Who can inspire us?	What is spirituality and how do people experience this?
PSHCE	1.Rules and laws, Keeping safe/protecting personal information Human rights and responsibilities 2. Getting on and Falling out, /strategies to resolve, Manage dares Consequences of inappropriate behaviour	1. Balanced lifestyle Making choices/taking responsibilities Physical, mental and emotional health 2. Recognise stereotypes Being part of a community	Celebrate achievement Identify goals	SRE (Living and Growing) Positive relationships Enterprise
WOW & Enrichment Experiences	1.Victorian workshop , Harvest Festival, 2. Aladdin pantomime, RE citizenship day, Nativity Play/Carols	1. Maths/Science day 2. World book day & Easter service	Visit to Art gallery School Art exhibition	Greek workshop Geography day-Round the world PE WOW day

CLASS 4 CREATIVE CURRICULUM OVERVIEW 2019-20

Theme	The Good, the bad and the ugly!		Where in the world are we?		Art and Artists	The Olympics
Core focus	History		Geography		History/Art	Geography
Science	Earth and Space	Animals including humans	Living things and their habitats	States of matter	Forces	Electricity
Computing	E-safety	Data-handling – planning a banquet, rooms/windows in palaces etc	Communication and collaboration (research)	Multimedia	Digital imagery	Programming – Quiz (Scratch)
Geography			Compare Italy and UK			Locate countries using maps
History	Kings and Queens and the Government (sovereignty)				20th Century artist inspirations/culture	How the Olympics started
Art	Portraits		Architectural design		Abstract	
DT		Royal jewellery		Italian food		Games and equipment
MUSIC	Our Community- Performance	Solar System- listening	Life Cycles- Structure	Keeping Healthy- beat	At the movies- composition	Celebration- performance
MFL	Time travelling	Getting to know you	All about our selves	That's Tasty	Family and Friends	School Life
RE	What faiths are shared in our country?	How are important events remembered? Christmas Unit Epiphany, gifts and gift bringers	Why are some places and journeys special?	Easter Unit – Victory	What values are shown in Codes for Living?	How do people express ideas about God?
PSHCE	Keeping safe Laws and rights	Exploring feelings	Health and Hygiene	Similarities and differences	Shared goals Collaboration , Money	SRE Living and growing
WOW & Enrichment Experiences	Tudors workshop Harvest Festival	Citizenship WOW Day Pantomime Nativity Play & Carol Service	Maths/Science WOW Day	English WOW Day World Book Day Easter Service	Art gallery visit School art exhibition	Greeks workshop Round the World WOW Day Sports Day

CLASS 5 CREATIVE CURRICULUM OVERVIEW 2019-20

Theme	The Good, the bad and the ugly!		Where in the world are we?		Art and Artists	The Olympics
Core focus	History		Geography		History/Art	Geography
Science	Animals including humans	Living things and their habitats	Electricity	Properties and changes of materials	Light	Evolution and inheritance
Computing	E-safety	E-book for Royal family (multimedia)	Communication and collaboration (research)	Data handling	Digital imagery – animations	Programming – Olympic game (Kodu/Scratch)
Geography			Compare India and UK			Locate countries using maps
History	Tudors and Stuarts				20th Century artist inspirations/culture	Gods/Legends
Art		Stain glass windows Illuminated letters		Batik	Pop-art Cartoons Animation	
DT	Rag rugs/wall hangings		Indian food	Architecture – Taj Mahal/slums		Sandals
MUSIC	Our Community-Performance	Solar System-listening	Life Cycles-Structure	Keeping Healthy-beat	At the movies-composition	Celebration-performance
MFL	That's Tasty	Family and Friends	School life	Time Travelling	Getting to know you	All about ourselves
RE	Why are some places and journeys special?	Christmas Unit Y6 – Gospel accounts	What values are shown in Codes for Living?	What do Christians believe about Jesus' death and resurrection?	How do Sikhs show commitment?	How do people express ideas about God?/Spirited Arts
PSHCE	Identity, society and equality Human rights	Stereotypes, discrimination and prejudice	Different influences	Healthy minds (inc media)	Money and my future	How babies are born How babies are made Girl talk + Boy Talk
WOW & Enrichment Experiences	Tudors workshop Harvest Festival	Citizenship WOW Day Pantomime Nativity Play & Carol Service	Maths/Science WOW Day	English WOW Day World Book Day Easter Service	Art gallery visit School art exhibition	Greeks workshop Round the World WOW Day Sports Day

CLASS 1 CREATIVE CURRICULUM OVERVIEW 2020-21

Theme	Dinosaurs	My local area	Out of this world	Food, glorious food	Significant people	Travel and tourism
Core focus	History	Geography	History	History	History	History/Geography
Science	Animals including humans	Plants	Everyday materials	Seasonal changes	Developing scientific thinking through games	Developing scientific thinking through games
Computing	E- Safety Using apps to create movement Recognising the uses of technology	How information and data is presented	Programming- beebots	Using websites links to find information	Using ICT to create an image	Photos, videos and sounds Creating a power point presentation
Geography	N/A	Local surroundings, human and physical features, aerial view maps	N/A	Map of the world, oceans, continents	N/A	Map of the UK, capital cities, weather
History	Types of dinosaurs, fossils	Forests, volcanoes, meteorite	Apollo 11, space, rockets, astronauts	N/A	Explorers	N./A
Art	Use a variety of media to produce art work including paint, large scale drawing on playground	N/A	Inspired art work by Alan Bean- What can you see as you step on the moon?	N/A	Self-portraits	N/A
DT	N/A	Printing and patterns	N/A	Cooking	N/A	Make a vehicle that moves
MUSIC	Music Express – Ourselves(Exploring Sounds) Our Bodies (Beat)	Music Express – Animals (Exploring Pitch) Number (Beat)	Music Express – Machines (Beat) Pattern (Beat)	Music Express - Weather (Exploring sounds) Seasons (Pitch)	Music Express – Travel (Performance) Story time (Exploring Sounds)	Music Express – Our School (Exploring sounds) Water (Pitch)
RE	What can we see in our wonderful world?	How do we celebrate special events?	Which books and stories are special?	Easter/Palm Sunday	Who brought messages about God and what did they say?	What does it mean to belong to a church or mosque?
PSHCE	Rules and responsibilities	Anti-bullying Getting on and falling out	Looking after yourself including physical and mental health	Managing feelings and opinions	SRE (Living and Growing) Positive relationships	Changes and preparation
WOW & Enrichment Experiences						

CLASS 2 CREATIVE CURRICULUM OVERVIEW 2020-21

Theme	Dinosaurs	My local area	Out of this world	Food, glorious food	Significant people	Travel and tourism
Core focus	History	Geography	History	History	History	History/Geography
Science	Animals including humans	Plants	Uses of everyday materials	Living things and their habitats	Forces and magnets	Developing scientific thinking through games
Computing	E- Safety Using apps to create movement Recognising the uses of technology	How information and data is presented Gathering data from online	Programming- beebots	Using websites and links Researching and gathering information	Using ICT to create an image	Photos, videos and sounds Creating an interactive project
Geography	N/A	Local surroundings, human and physical features, aerial view maps	N/A	Map of the world, oceans, continents	N/A	Map of the UK, capital cities, weather
History	Types of dinosaurs, fossils	Forests, volcanoes, meteorite	Apollo 11, NASA, astronauts	N/A	Comparing Mary Seacole and Florence Nightingale, Crimean war, old and new items	N./A
Art	Use a variety of media to produce art work including paint, charcoal, ICT	N/A	Inspired art work by Alan Bean- What can you see as you step on the moon?	N/A	Self-portraits, drawing items from a specific angle	N/A
DT	N/A	Printing and patterns	N/A	Cooking and sewing	N/A	Make a vehicle that moves
MUSIC	Ourselves- exploring sounds	Animals- pitch	Number- beat	Weather- exploring sounds	Water- pitch	Travel- Performance
RE	What does it mean to belong to a church or mosque?	How and why do we care for others?	Who brought messages about God and what did they say?	Easter unit Y2- Church celebration	How can we make good choices?	What did Jesus teach and how did he live?
PSHCE	Being responsible	Getting on and falling out	Safety first	Think positive	Keeping money safe	Differences
WOW & Enrichment Experiences						

CLASS 3 CREATIVE CURRICULUM OVERVIEW 2020-21

Theme	Ancient Egypt (half term) It's news to me (half term)	Our wonderful world (1 term)	Food Glorious Food (half term)	Our Locality (half term)
Core focus	History/Geography	Geography	Geography	Geography/ History
Science	1. Animals including humans 2. Plants	1. Light 2. Sound	Materials and their properties	Materials and their properties Rocks and soils
Computing	1. E-Safety What makes a secure password, how to use the internet safely 2. Digital imagery – landscapes/photos Different effects, creating products, using photos	Communication and collaboration (research) Use search tools to find and use an appropriate website Multimedia tour guide/guide book Combine a mixture of text, graphics and sound to share ideas and learning	Data handling Evaluate work and improve its effectiveness	Databases – Top Trumps Search a database, adding to and creating a database
Geography	It's news to me! Current affairs and topical issues.	Our wonderful world. Rivers Features of rivers and how they flow. Famous world rivers and their locations Atlas and map work.	Food Glorious Food. Where foods come from. Different foods from around the world.	Our locality. Changing Local Landscape. How our locality has changed. Map work and atlas work. Map symbols
History	Ancient Egypt What was it like living in these times? (Daily life) What were the beliefs and customs?			Our locality. Changing local landscape. Which buildings/roads are still here today? How has the architecture changed?
Art	Newspaper illustrations and different headline texts, calligraphy etc.	Landscape pictures linked to river features & different world locations.	N/A	Self-portraits and animal art.
DT	Ancient Egyptian masks, pyramid models.	N/A	Foods from around the world	N/A
MUSIC	Poetry- performance Environment -composition	Sounds – exploring sounds Recycling- structure	Building – beat Around the world – pitch	Ancient worlds - structure Singing Spanish- pitch
MFL	All around town	On the move	Going shopping	Where in the world
RE	1.What do Christians believe about a good life? 2.Christmas 'Jesus light of the world' nativity story.	1. What do creation stories tell us about the word? 2. Easter unit on loyalty and betrayal.	How do the five pillars guide Muslims?	Why are gurus at the heart of Sikh belief and practice?
PSHCE	1. Being a good citizen 2. Supporting friends and other people	1. What keeps me healthy and safe? 2. Taking more control	My money	Growing up- how did I get here?
WOW & Enrichment Experiences	Harvest Festival service Pantomime Nativity Play & Carol Service	Maths/Science day, World book day English WOW day Easter service		

CLASS 4 CREATIVE CURRICULUM OVERVIEW 2020-21

Theme	Ancient Egypt	It's News to me!	Our Wonderful World		Food, Glorious Food	Our Locality
Core focus	History		Geography		Geography	History/Geography
Science	Animals including humans	Living things and their habitats	Earth and Space	Earth and Space	States of matter	Electricity
Computing	E-safety	Communication and collaboration (research)	Digital imagery Taking/editing photos	Programming – scratch	Multimedia- advert for a food product	Data-handling
Geography			Our Wonderful World Volcanoes and earth quakes		Food, Glorious Food From farm to plate	
History	Ancient Egypt What did the Egyptians believe about the afterlife?	It's News to me! Current news				Our Locality What makes where we live good?
Art		Typography- looking at different fonts and their uses/how they've changed over time		Sketches of natural things Painting/clay		Local history sketches/shop sign designs
DT	Sarcophagus/nets		Working model of volcano		Food Designing packaging for food	
MUSIC	Poetry- performance Environment- composition	Sounds- exploring sounds Recycling- structure	Building- beat Around the world- pitch	Ancient worlds- structure Singing Spanish- pitch	Communication- composition Time- beat	In the past- notation Food and drink- performance
MFL	All around town	On the move	Going shopping	Where in the world?	What's the time?	Holidays and hobbies
RE	How do the Five pillars guide Muslims	Why are Gurus at the heart of Sikhs belief and practice? Christmas Unit Jesus 'Light of the World'	Should we forgive others?	Easter Unit – Loyalty and Betrayal	What do Christians believe about the old and new covenants?	Can Christian Aid and Islamic Relief change the world?
PSHCE	Keeping safe Laws and rights	Exploring feelings	Health and Hygiene	Similarities and differences	Shared goals, Collaboration Money	SRE Living and growing
WOW & Enrichment Experiences	Harvest Festival	Nativity Play & Carol Service		English WOW Day World Book Day Easter Service	Tesco?	Sports Day

CLASS 5 CREATIVE CURRICULUM OVERVIEW 2020-21

Theme	Ancient Egypt	It's News to Me!	Our Wonderful World		Food, Glorious Food	Our Locality
Core focus	History	PSHE/Lit	Geography		DT/Geog	Hist/Geog
Science	Properties and changes of materials		Animals including humans	Evolution and inheritance	Earth, Sun and Moon Light	
Computing	E-safety	Multimedia – news stories	Digital imagery – photo editing and landscape collages	Programming – survival game	Communication and collaboration	Data handling linked to local area
Geography			Biomes, climate zones, human impact		Where food comes from, distribution of resources, fair trade	Now and changes from the past: Land use (maps), population and demographics (census), trade/employment
History	Egyptologists, Pharaohs and the river Nile	Propaganda and censorship?				
Art		Mixed media artwork	Landscape painting			Drawing/sketching still life
DT	Water carriers for farmer's crops			Shelters	Cooking a 'mindful meal'	
MUSIC	World Unite	Journeys	Growth	Roots	Class Awards	Moving On
MFL	Let's visit a French town	Let's go shopping	This is France		All in a day	
RE	Should we forgive others?	What do Christians believe about the old and new covenants?	How does growing up bring responsibilities?	What do Christians believe about Jesus' death and resurrection?	How do Jews remember the Kings and Prophets in worship and life?	How does religion help people through good and bad times?
PSHCE	Taking part and belonging	Stereotypes, discrimination and prejudice	Different influences	Healthy minds (inc media)	Money and my future	How babies are born How babies are made Girl talk + Boy Talk
WOW & Enrichment Experiences	Harvest Festival	Nativity Play & Carol Service	Maths/Science WOW Day	English WOW Day World Book Day Easter Service		Sports Day