Dixons Allerton Academy

Primary Curriculum Guidance

Nursery to Year 5

2018-2019

Happiness Responsibility Industry

Provision Expecations

Yr Gp	What areas of provision must we provide indoors?			What areas of provision must we provide outdoors?		
Nur	Wet Sand	Dry Sand	Water	Sand	Mud Kitchen	Water
	Woodwork	Painting (powder paints only)	Collage	Sports	Maths Games	Bikes and trolleys
	Mark Making	Maths	Small World	Mark Making – Chalk/ clipboards	Gardening	Bird Watching
	Box Modelling	Block		Box Modelling	Block	
	Small Construction	Snack	Book Area	Den building	Camping	
	Dough	Home Corner	Role Play Area			
	Heuristic	Tactile	Finger gym			
	ICT					
R	Wet or Dry Sand	Water	Design - Box Modelling and Collage	Sand	Mud Kitchen	Water
	Woodwork	Painting (powder paints only)	Clay	Sports	Maths Games	Bikes and trolleys
	Mark Making	Maths	Small World	Mark Making – Chalk/ clipboards	Gardening	Bird Watching
	Small Construction	Block	Book Area	Box Modelling	Block	
	ICT	Snack	Heuristic	Den building	Camping	
	Dough	Home Corner	Role Play Area			
	Phonics					
Yr 1	Design - Box Modelling	Clay	Writing	Woodwork (Shed)	Science (inc mud and water investigation	Gardening
	Block	Small World	Art and Painting	Art and sculpture (Shed)	Maths Games and challenges	Two wheeled bikes
	ICT	Role Play Area (where appropriate)	Maths	Writing opportunities	Nature investigation	
	Small Construction	Reading	Phonics/ SPAG	Box Modelling	Block and Den building	
Yr 2	Design - Box Modelling	Clay	Writing	Woodwork (Shed)	Science (inc mud and water investigation	Gardening
	Block or Small Construction	Small World	Art and Painting	Art and sculpture (Shed)	Maths Games and challenges	Two wheeled bikes
	ICT	Maths	Reading	Writing opportunities	Nature investigation	
	Phonics/ SPAG			Box Modelling	Block and Den building	
3/ 4	Design - Box Modelling/ Small Construction/ Moving Parts/ Woodwork	Clay	Art and Painting	TBC		
	Maths	Small World	SPAG			
	ICT	Maths				
5/6	Design - Box Modelling/ Small Construction/ Moving Parts/ Woodwork	Clay	Art and Painting			
	Maths	Small World	SPAG			
	ICT	Maths				

Expectations of Planning Years 1 to 4

Long Term	**Yearly Overview (Core Text, Enrichment, Learning Challenge)**
	Specific Areas of Learning Grid (curriculum coverage)
	Maths Mastery Programme of Study
Medium Term	**Unit Overview- in depth breakdown of weekly skills**
	Science Plan
	RE Plan
Short Term	**English Planning (4 days in KS1/ 5 days in KS2)**
	Maths Overview for the week (where required)
	Phonics and SPAG Planning KS1 – Follow RWI sequence of delivery

Woodwork

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Design and Expression	Constructs with different sized and shaped pieces of wood, beginning to fix permanently using PVA glue	Assembles and sticks different shaped and sized pieces of wood to create simple structures.	Begins to create more detailed structures, adding embellishments to enhance their design.	Begins to select resources for a purpose, combining a range of skills and techniques	Can make a rectangular frame with little support using a corner jig to hold corners together. Uses this frame as a basis for more complex designs.	Can make a rectangular frame with mitred joints. Makes detailed plans and designs, incorporating mixed unit measurements and angles.	Can make solid structures with a particular purpose in mind. Designs products that have a practical use. Uses mitred joints.
Fixing and Joining	Fix and join different materials together using PVA glue and masking tape	Is thoughtful about how much tape to use, making more accurate estimations for length of their join.	Recognises when pieces are equal in size and uses simple comparative methods of measuring	Experiments with measuring required lengths using cm	Measures required lengths of materials with accuracy, using a cm ruler.	Measures required lengths of materials with accuracy, using cm and mm.	Measures materials accurately so that both inside and outside dimensions of intended outcome are accounted for.
	Uses glue to fix embellishments to their model or structure (bottle tops, buttons, bobbins, lolly sticks, cd's ribbons)	Fixes embellishments (bottle tops, buttons, bobbins, lolly sticks, cd's ribbons) to a piece of wood using or nail.	Begins to fix embellishments in a more purposeful and planned way. (ie, creates a face or adds specific features to a model)	Fixes embellishments in a more purposeful and planned way. (ie, creates a face or adds specific features to a model)	Fixes wheels to their model using dowel and card axel supports.	Fixes wheels to their model using dowel and card axel supports.	Uses hinges and other mechanical elements in model or product.
	To use glue in moderation, squeezing bottle with control to release desired amount.	Is more thoughtful about the quantity of glue needed	Uses glue as the prime fixing material when making models that have been built with a purpose	Understands that PVA glue can be used as a temporary hold, before strengthening with a nail or screw.	Uses hot glue gun with 1:1 support, strengthens joints using cardboard triangles.	Makes decisions about which glue to use based upon the purpose of the fixing.	Uses doweling alongside other fixing techniques to strengthen joints.
	To find the end of the tape and tear off independently	Can save the end of the tape by sticking it on the edge of the table					Drills pilot holes and countersink holes accurately when using screws
	Understands where wood comes from	Hammers a nail into a secured block of wood (tree trunk, hammer board), holding a nail with a finger and thumb. They bang gently whilst holding the nail upright.	With support, can join two pieces of wood together using a nail.	Independently nails two pieces of wood together.	Is beginning to show awareness of when it is best to use a screw or nail.	Always selects a nail or screw and can give a reason for their choice.	Selects appropriate sized nails, screws, bolts etc and can explain choices.
Using Tools and Equipment		Understands that hammers must only be used for nails and screwdrivers for screws. Always wears goggles.	Asks an adult when they want to use a saw. Always wears goggles.	Uses a saw with greater independence, ensuring that the correct back and forth motion is used. (working 1:3)			Selects relevant drill bits (including hole saws) for holes, pilot holes and countersink holes.
			Secures a piece of wood into a vice and saws off the end. Saws against a guide to make straight edge 90 angle.	Secures a piece of wood into a vice and saws off the end. Saws against a guide to make straight edge 90 angle.	Learns how to use a mitre box to make cuts of different angles. Uses a file to smooth any rough edges	With support, can refer to plans and cut wood at the desired 45 or 90 angles using a mitre box.	Can independently refer to plans and cut wood at the desired 22.5, 45, 90 degree angles using mitre block.
		Begins to secure an object in a vice	Can secure an object in a vice independently.	Uses a vice to hold a piece of wood in place so that another piece can fixed with a nail or screw	Places the wood in the vice so that sawing is easy (i.e. the edge of the vice)	Chooses when to use the vice and when to use the mitre box to cut at the desired angle.	Begins to use a chisel to create hinge slots and other features.
		Makes holes in wood using a hand drill, turning the handle clockwise with moderate pressure.	Drills holes which go all the way through a piece of soft wood (Balsa)	Uses a centre punch to make a pilot hole. When drilling, always applies suitable pressure and speed to drill continuously.	Shows more precision and control and can stop drilling before they reach the other side.	Drills to fasten two pieces of wood together(one hole all the way through and one hole half way through to make screwing easier)	Begins to use a coping saw to create interior cut-outs.
	Explores nuts, bolts and washers to develop twisting and turning movement	Is beginning to screw screws into soft materials such as cork or balsa wood.	Can screw a screw into a soft piece of wood by first making a small indentation with a sharp point.	Independently join two pieces of wood together using a screw and/or nail.	Is beginning to show awareness of when it is best to use a screw or nail	Always selects a nail or screw and can give a reason for their choice.	Selects and uses a wide range of specialist fastening devices appropriately.

Clay

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Design and Expression	Explores and describes the properties of clay	Uses trial and error when creating	Sometimes reflects when working, making decisions and changing techniques as necessary	Reflects whilst working, making decisions about when to change or adapt techniques.	Uses skills learned to make creative decisions.	Uses skills learned to make creative decisions, giving reasons for their choice.	Applies skills learned to create innovative and unique pieces.
	Look with interest at pictures of artists work and the sculptures of those around them (i.e. friends, adults, other artists)	Look at and describe what they see when looking at images, artefacts and sculptures	Suggest a possible reason for the artists intentions or meaning of the work and use them as a stimulus to develop their ideas	Consider the artist's techniques, skills ideas using them as starting point or basis to improve their own	Consider their knowledge of artists' work and think about 'how to' create their own original ideas	identifies skills used by famous artists and applies them to create their own original ideas.	Learns and develops novel skills and techniques used by craftspeople to achieve certain effects.
Joining and Finishing	Presses pieces together using hands.	Begins to smooth over edges with fingers to create a secure finish	Smooths over join with fingers and when appropriate, uses a cloth or sponge to create a smooth finish.	When joining and fixing wet clay to wet clay, scores edges on both parts before applying water or slip. They smooth over the join to seal.	Makes an informed choice about which fixing and joining techniques to use. (chooses between glue and water if appropriate)	Uses modelling wire to create more complex structures. They add wire to a solid piece of clay to add thinner specific features. (i.e tree with branches, person)	Use modelling wire and aluminium foil to build up an armature to which thinner layers of clay can be added.
	Explores the effects of water on clay	Understands the effect that water has on the texture	Uses water when joining and smoothing over cracks. Beginning to be more thoughtful about how much water is needed.				
	When wet, squeezes, presses and pulls, to change shape	When wet manipulates bends, rolls into a ball and pinches to create raised edges	When wet, uses pinching to create a raised edge and rolls and cuts pieces to add detail.	When wet, can manipulate clay to create a form using 2/3 techniques and adding some surface decoration.	When the sculpture has dried, add surface detail to it (i.e. using glue or slip)	When the sculpture has dried, add finer surface detail to it, such as leaves on a tress and fingers on a person. (i.e. using glue or slip)	Use tools and objects creatively to sculpt extensive fine, realistic details onto models.
	Prints/ makes patterns with everyday objects (fork, shells, buttons)	Prints with a mixture of objects and textures (leaves, lacy fabrics, shells, pasta, beads)	Creates own patterns using clay tools and objects	Scratches using sharp and pointed tools to add intricate patterns	Uses sharp and pointed tools to add lifelike/ real life detail into sculptures (i.e. a face)	Uses sharp and pointed tools to add finer lifelike/ real life detail and create texture onto sculptures (i.e. a face)	Use tools and objects in innovative ways to create complex decorative patterns.
	Understands where clay comes from	Leaves model/ sculpture to dry and decorates with poster paint Adds embellishments when clay is wet to improve appearance.	Paints, embellishes when dry and uses a glaze to seal. (watered down PVA)	Applies a base coat and then finer details using a range of paints. Is beginning to use a range of painting techniques for effect.	Independently uses a range of painting techniques for effect. i.e dots, dashes, thick and thin strokes.	Uses acrylic paints and glaze to give a lasting finish.	Experiment with innovative ways of colouring models.
	Rolls a flat piece and cuts shapes using cutters	Makes a simple thumb pot- pinches, smooths and hollows using fingers.	Creates pots/ containers/ decorated by layering with shapes/ detail	Can use pinching technique to create a higher raised edge with consistent thickness in taller pots and vases.	Can layer rolled pieces to create a coil pot with circular bottom	Is beginning to fix and join slabs of clay to create a hollow 3D shape. Uses a tile press independently.	Create a range of organic and geometric forms, experimenting with a mixture of both forms.
			Is beginning to understand the importance of thickness of the clay, particularly when joining and finishing. (i.e cup handles)	Understandsthe importance of thickness of the clay, particularly when joining and finishing. (i.e cup handles)	With support can use lengths of wood to roll slabs of a consistent thickness. (where required) Uses tile press with support		
Using Tools and Equipment	Can cut pieces using a clay knife	Uses basic tools for mark making and chopping,	Is beginning to use tools to hollow, smooth and adapt structure	Uses tools independently to hollow, smooth and adapt structures. They can describe why they have selected a particular tool. Uses complex templates and cuts round with a clay knife			Use tools and other objects creatively and innovatively to create desired effects.

Drawing & Sketching

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Representation and Purpose	Responds to ideas and starting points with scribble.	Responds to ideas and starting points using lines to enclose spaces where needed.	Responds to ideas and starting points by drawing with increasing accuracy on a single base line/ face on.	Children are introduced to drawing on more than one level	Children make representations which demonstrate an awareness of perspective and proportion. Single base-lines (flat, front facing) and multiple base-lines (background/ distance) are used.	Draws familiar things from different viewpoints.	Makes a number of sketches of the same objects both animate and inanimate.
	Presses on hard enough for lines to be seen.	Lines are defined when drawing.	Experiments with a range of pencils and talks about the effect that harder and softer pressure has on the shade.	Uses a range of drawing tools knowing softer= darker and harder = lighter.	Uses light pressure when sketching so amendments can be made	Makes decisions about the strength of line to be used in own drawings.	Uses dark and light to emphasise and convey meaning.
	Can draw lines and different shapes with a variety of implements.	Can demonstrate light or dark by pressing down or demonstrating a lighter touch.			Shades to show 3D/ shadow.	Drawings of still life include shadows and reflections	Begins to draw with audience in mind so that drawings begin to convey or evoke emotion.
	Experiments with different ways of using mark making implements (i.e. dotting, making lines, blocking)	Shows pattern and texture by adding dots, lines and other features.	Shows pattern and texture by adding dots, lines and other features.	Experiments with simple shading techniques to show simple pattern, tone and texture.	Fills space using shading techniques, cross hatching, scumbling and pointillism.	Fills space using shading techniques, cross hatching, scumbling and pointillism.	Records movement and action in a number of ways.
	Experiments with mark making as a form of observational drawing.	Creates observational drawings using the correct colour or making sound choices about colour.	Creates observational drawings that use size and colour thoughtfully and intentionally.	Creates observational drawings that demonstrate an increasing understanding of proportion but always demonstrate accuracy of size and colour.	Creates accurate (size, proportion and colour) observational drawings linked to science/ technology.	Is beginning to record movement or action when drawing.	Draws using a range of implements and onto a range of surfaces and materials.
	Can talk about or describe what they have drawn	Can talk about choices made with regards to colour when drawing.	Can talk about choices of colour and size when drawing.	Talks about the range of choices made when creating effect	Justifies selection of most suitable drawing materials for type of drawing to be produced.	Justifies selection of most suitable drawing materials for type of drawing to be produced.	

Painting

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Purpose & Design	Explores and describes properties of paint	Uses trial and error when creating understands the need to sometimes second draft	Sometimes reflects when working, making decisions and changing techniques as necessary	Reflects whilst working, making decisions about when to change or adapt techniques.	Uses skills learned to make creative decisions.	Uses skills learned to make creative decisions, giving reasons for their choice.	Applies skills learned to create innovative and unique pieces.
Powder Paints	Mixes powder paint so it is not too runny. Follows steps of paint mixing process.	Understands that they can thicken consistency by adding more powder.	Understands that watery colours can be used for backgrounds and thicker consistencies are often used for foregrounds.	Uses paint of the required consistency to finish products or particular purpose within a painting	Uses paint of the required consistency to finish products or particular purpose within a painting	Reliably mixes paint of the correct consistency and quantity.	Identify colour palettes in famous paintings and use these to create own works.
	Selects colours when working and gives meaning to marks	Can mix to make orange, purple, green Mixes primary colours to create basic secondary colours through experimentation.	Is beginning to adapt tone using primary colours	Adapts tone using primary colours as well as using black and white to change the shade of a colour	Children mix colours considering tone for effect, to create mood and feeling	Discuss and evaluate the use of contrasting colours in famous paintings and begin to consider in own art work.	Experiment with adding other substances to create desired effects.
Painting as a Process	Puts painting to dry with name on	Paints a picture with a primary focus as well as other detail, including filling space where necessary.	Paints background, adding foreground at later date. Is beginning to refine further by adding embellishments.	Paints background then foreground before adding embellishments or uses other media to enhance aspects of their work	Paints background then foreground before adding embellishments or uses other media to enhance aspects of their work	In conjunction with the skills taught in the drawing and sketching continuum, uses all previously taught skills in the 'Paining as a Process' to achieve desired effect.	Experiments with other paint types e.g. watercolour, gouache, oil
	Investigates by using horizontal , vertical and circular movements with thicker brushes	Experiments with thick and thin brushes and describes the marks that they make	Knows to use thin brushes to add detail to parts of the picture and a thicker brush for a background	Chooses from a range of brushes for a specific purpose	Adds texture using brush technique	Uses information collected to develop own work, taking account of the purpose	Works into and onto painting whilst both wet and dry, spending time building layers and depth.
	Explores texture, colour and form of paint by adding materials to it. (ie sawdust, glitter, glue, sand etc)	Explores texture, colour and form of paint by adding materials to it. (ie sawdust, glitter, glue, sand etc)	Chooses materials to add to paint to create a desired effect.	Chooses materials to add to paint to create desired effect. They ask for resources even when they are out of sight.	At the planning stage (where planning is needed), considers how adding materials to paint (i.e. sand, glitter, sawdust) will enhance texture or colour.	Adapts work and makes creative choices incorporating previously taught skills and techniques.	Creates a range of studies to be combined into a final piece.
	Naturally experiments and makes marks with tools provided (everyday objects)	Uses sponges, rollers, brushes to create a variety of effects including spreading and printing	Uses wider range of tools precisely, beginning to select for a purpose	Selects tools for a purpose- considers the effect they want for different parts of their work	Selects tools appropriately and uses correct techniques to dot, scratch, splash and apply paint in layers	Is developing own style and preference for painting and can describe features of their work using appropriate vocabulary.	Creates a range of paintings in an increasingly recognisable style.
		Knows to use poster paint to finish a model (as children haven't been taught to turn boxes inside out).	Knows to use poster paint to finish a model (as children haven't been taught to turn boxes inside out).	Use mixed powder pain to finish a box model where the box has been turned inside out	Alter consistency of powder paint in response to the surface it is to be used on.	Is introduced to acrylic paints as a means of finishing clay work and also working on a canvas.	Creates mood boards and collections as inspiration for own work.
Specialist Techniques	Prints with everyday objects	Prints to create a pattern	Investigates etching (creation of 'stamp' to be used in printing) with close support	Creates patterns by etching- uses thin pieces of foam	Printing with specialist equipment- block/ fabric	Print using 2 overlays.	Stencil making and screen printing or lino cutting and printing
Embellishments	Select collage pieces to stick onto wet paint or using by using glue	Select collage pieces to stick onto wet paint or using by using glue	Select an embellishment according to the effect they want to create	Suggest an embellishment according to the effect they want to create even when that resource may not be immediately available.	Confidently combines more than one embellishment to finish a piece	Adapts work and makes creative choices incorporating previously taught skills and techniques.	Identifies existing artworks featuring embellishments and discusses effect. Can articulate intended effect of own carefully chosen embellishments.

Box Modelling

	Nursery	Reception	Year 1	Year 2	Year 3
Design, expression and evaluation	Experiments and explores with shapes and materials	Creates with increasing purpose talking about what they are doing and how they are doing it.	Draw a simple design / picture to show what they intend to make. Children provide simple verbal and written explanations of their design. Eg. Children say how they are going to make their model.	Create more complex verbal or written designs. They consider the purpose and appeal to the user. Children plan a simple sequence of actions.	Recognise their designs have to meet their intended audience needs. Communicate ideas in different ways – discussion, annotated sketches, lists and using ICT. Develop step by step plans.
	Uses simple language and vocabulary to talk about what they have done.	After creating model can talk using the '2 stars and a wish' structure to evaluate their model.	Whilst making children can decide, change and adapt methods used to be successful. Talks about the choices that they have made and how they have edited their ways of working.	Evaluate and adapt their sequence of actions to ensure model is made effectively. When product is made children can evaluate it against their initial ideas and design. They will consider the views of others to improve their work.	Evaluate their ideas and products against design criteria. (Purpose, appearance, conservation of materials). Uses appropriate peer critique to improve their work.
Fixing and Joining			Begins to use double sided tape to join 2 things.	Uses double sided tape as well as masking tape, cellotape and brown parcel tape to join materials, considering the purpose of the tape.	Explains why they have chosen a particular tape.
	PVA & Pritt Stick Understands that glue is used for the purpose of sticking	Decides whether PVA/ Pritt Stick is the best glue to use for the purpose		Uses Velcro as well as PVA glue and glue sticks to join materials	
	Uses masking tape and begins to mark make on it	Puts tape onto the edge of the table before cutting, understands masking tape can be painted/ drawn onto	Cuts tape to an appropriate length and uses a single piece for a single join	Estimates the length of a piece of tape to fit the purpose (eg: the correct size of a box)	Measures the length of tape needed for a particular purpose, using a ruler
	Sticks embellishments such as bottle tops, pompoms, etc onto a baseboard	Understands that a 'model' is a representation of something that they have created from their experience.		Uses a cool melt glue gun with close supervision	Asks to use a glue gun when it is out of sight and begins to use it independently
	Uses a piece of cardboard as a base board to add embellishments (more horizontal)	Combines boxes using different tape		Turns boxes inside out and reassembles with masking tape	Tests different ways of joining for a purpose and chooses the most appropriate based on their findings
Using Tools and Equipment	Uses and carries scissors safely	Introduced to the use of a hole punch and treasury tags	Uses a hole punch, split pins & treasury tags	Uses hole punch, split pins & treasury tags for a purpose (and is taught how to use stapler for a purpose)	Uses wire as a base where appropriate
	Uses a glue spreader to apply PVA glue	Uses string & ribbon for a purpose	Uses wired pipe cleaners to shape different parts of a model	Amends resources to suit the purpose (eg: opens a paper clip for a piece of wire or cuts lollypop stick to size)	Uses elastic bands to create moving parts
Joints	Joins with tape or glue	Folds paper for a purpose	Coils, curls and folds paper	Bends and scores thin card	
			Joins 2 pieces of card or paper using a hole punch and string or treasury tags.	Creates windows/ doors, etc which open by using the hinge joint	Considers how freestanding structures can be made stronger, stiffer and more stable
			Creates a simple slot, hinge or L-brace joint to join 2 pieces of cardboard	Creates a flange joint to join 2 pieces of cardboard	Creates their own 2D net with tabs to make a 3D shape
Finishing	Mark makes and begins to say 'my name' as a label for their work	Adds their name to their work	Uses paint or paper to cover a box before starting to make their model	Ensure models are fully covered in paint or paper	Uses skills from the year 2/3 paint continuum to finish their model (2 coats of paint)

Blocks

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Manipulating and Understanding Shape and Space	Can match and order the blocks to a template or the same size/ length block when tidying with support.	Can independently match the blocks to a template or photo or to a block of the same size/ length when tidying.	Can store, classify and arrange blocks thinking carefully about the relationship between shapes.	Can store, classify and arrange blocks using mathematical language to talk about the relationship between shapes.		
	Can work horizontally, begin to stack blocks vertically and form a space between two blocks placing a block to span the space (bridging).	Can work vertically and create more than one level built on a solid foundation as well as making some bridges and arches.	Beginning to work on multiple levels thinking carefully about the length, height and weight of the blocks when balancing.	Can confidently work on multiple levels thinking carefully about the length, height and weight of the blocks when balancing.		
	Children carry, move, touch, hold, pile, knock down and feel the blocks in order to explore properties.	Can create enclosures children begin to understand the meaning of inside, outside, perimeter and boundaries (link to small world and classifying properties within).	Through returning to structures over a period of time, children demonstrate a deep understanding of the relationship between different shapes and their relative sizes, lengths and widths.	Children create complex block structures that demonstrate their deep understanding of shape, space, balance and position.		
	Can often repeat a pattern over and over.	Can experiment with symmetry and patterns and its relationship to balancing.	Can return to models over a period of time creating structures which demonstrate their deeper understanding of the relationship between symmetry and balance.	Can plan ahead using symmetry and pattern when thinking about balance.		
	Can explore the properties and characteristics of blocks by arranging.	Can measure, lengths, widths, heights and depths (if only by eye or non-standard measurements).	Can talk about simple relationships between the different blocks (i.e. a long block is the same as four short blocks) and plan to use with this concept in mind.	Children refer to the relative sizes and lengths of blocks when constructing in order to make informed choices about which block to use.		
		Can compare surface, volume and area using simple mathematical language.				
Representations, Planning, Evaluating and Modifying	Can form a combination of stacks and rows.	Make a range of structures experimenting with shapes, sizes and lengths.	Make a scaffold to test whether the basic structure works before adding more intricate detail.			
	Demonstrate an understanding of when their intentions have been successful or not (i.e. the model falling down)	Experimenting with changes when one way of constructing does not work.	Demonstrates an understanding of previous mistakes made and talks about these when re-constructing or planning (i.e. I will put this here because last time…)			
	Demonstrate an understanding of when their intentions have been successful or not (i.e. the model falling down)	Begin to talk about why their intentions have been successful or not and how they will make simple changes.	Talk confidently about why their intentions have been successful or not and how they will make changes.			

Small World

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Creating with imagination and purpose.	Children engage with small world scenarios set up by adults, sometimes on their own, in parallel or with others.	Children set up their own simple small world scenarios using foliage and other props as well as figures and animals e.g. in sand, water and blocks.	Children set up their own small world scenarios including single or multiple story scenes which they photograph and use as illustrations for factual or fictional writing.	Children use small world scenes with beginning, middle, problem endings. They create a book with photos and text.	Children adapt small world figures and create their own scenes according to their own text/ instructions. They employ master class skills i.e. woodwork, box modelling and art to support their work.	Children will record and capture their small world creations using skills and techniques with the English planning grid and guidance. Small world collections will enable children to recreate events from their core texts, as well as create their own fiction and non-fiction from imagination and experience.	Small world will be co-created with children's own models and will be recorded and captured using digital technology in order to produce short animated films. These films will both inspire and be inspired by English/book-based topic.
	Children choose to play with small world resources in sand, water or blocks.	Children engage with enhanced small world for the stated purpose after it has been carefully and explicitly introduced.	Children are encouraged to engage with focussed or self-initiated reading and writing activities following on from small world play.	Children engage with focussed or self-initiated reading or writing activities and other forms of presenting their small world such as trays and show boxes.	Children engage with animations programmes to create cartoons.		
Using language and models of speech	Children act out simple narrative with small world based on their own experience and interests. Simple language and voice sounds will be used.	Children act out simple narratives (some of which will be from familiar texts) using basic structures of storytelling.	Children create scenes for original narratives and familiar stories. When orally retelling these stories, children use basic structures of storytelling to sequence and describe.	Children create scenes for original narratives which have five parts and use more complex vocabulary to sequence and describe.	Children's small world creations enable them to demonstrate the more advanced features of storytelling such as long sentences to add description or information and short sentences for emphasis and making key points.		
	Children play with small world scenarios set up as part of topic provision using basic language and some key vocabulary accurately.	Children use simple factual sentences to demonstrate their knowledge of small word collections.	Children create simple non-fiction texts to present their knowledge and understanding of topics and small world collections	After engaging with small world collections, children create non-fiction texts to present their deeper knowledge and understanding of topics. These texts are organised into an introduction; a middle section and an ending.	After engaging with small world collections, children arrange their non-fiction texts into paragraphs in order to articulate their deep knowledge of topics.		
	Children can name small world animals and other simple small world props linked to their emerging knowledge of the world	Children begin to access non-fiction texts with adult support to extend their knowledge and widen their vocabulary of small world collections	Children gain further knowledge about small world collections from non-fiction texts that they access. Vocabulary is used accurately to name and describe.				
	Children engage with and describe different habitats as set up by adults i.e. desert, woodland, polar region.						

Small Construction- Technology

	Nursery	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Fixing and joining as well as using moving parts	Joins a range of construction pieces of the same set together to make a simple structure.	Makes a range of structures using construction pieces of the same set experimenting with shapes, sizes and lengths.	Continue to experiment by making structures with more intricate construction sets	Investigate powered machines with a motor and understand how a motor can be attached in order to power and move a structure.	Use a motor in own construction, knowing how to connect parts to create movement.	Use a motor to power models which recreate existing machines and mechanisms from everyday life.
	Presses and squeezes construction pieces of the same set into place with two hands.	Uses finger control to press, squeeze and separate smaller construction pieces	Explore basic mechanical principles such as wheels, leavers and pulleys.	Create a structure where pieces including connectors, fixings, gears, wheels, axels, levers and pulleys are placed in order to work together.	Explore gearing mechanisms with assorted gear wheels.	Experiments with transferring power i.e. from one direction to another, from one kind of motion to another in order to solve problems.
	Experiment with simple connectors and fixings.	Choose a connector and fixing to join pieces together (including wheels).	Choose a connector or fixing for a particular purpose based on an idea (including wheels).			
Planning, Designing and Expression	Talk about what they have made after the structure is complete.	Talk about the process of constructing when asked (i.e. I'm putting these pieces together) *This may sometimes include talking about what they are making.	Talk about the process of constructing with an increasing focus on how individual parts are connected and interlink.	Talk about the process of constructing and then how powered machines can add to the mechanism	Children can follow the pictorial instructions to create simple machines with specific components. (gears, motors, pulleys)	Use a brief to design working models.
	Answer simple questions about what they have made and why					
	Make structures that represent deeply familiar things and things that they are deeply interested in (i.e. fire engine, houses).	Make structures that represent ideas that they have become familiar with more recently or have developed an interest in.	Make structures in response to a learning challenge as well as continuing to create structures that represent original ideas and individual expression.	Make structures that are tested against other comparable ones (Friction, distance, time, speed).	Develop an understanding of fair testing when constructing in order to support scientific enquiry (Friction, distance, time, speed).	Adapt models made following instructions in order to change the purpose/function.
	Sort and arrange pieces that they want and do not want to use by moving or selecting them	Talks about why they have or have not used a particular piece when asked.		With support, is able to follow a simple set of instructions to create a model.	Independently follows booklet instructions to create a simple machine or model.	Use models to engage in varying forms of scientific enquiry e.g. observing over time, drawing conclusions from patterns.
	Use what they made in their imaginative play	Explain the choice and placement of construction pieces by referring to features of the structure they have made	Have a clear reason for choosing particular construction pieces and articulate this when asked	Have a clear reason for choosing particular construction pieces (including motors and mechanised parts) with particular reference to scientific enquiry (Friction, distance, time, speed)	Develop understanding of forces and unbalanced by following instructions to create models and machines.	Models simple scientific concepts such as how levers work, how the sun, moon and earth orbit etc.
	Using books and images to support ideas forming with adult prompting.	Suggest using books, images or hand held devices for inspiration when needed.	Independently access non-fiction texts to support ideas forming and inspiration	With support, access instruction manuals to enable them to make a powered structure with a motor.	Children can follow the pictorial instructions to create simple machines with specific components. (gears, motors, pulleys)	Independently follow booklet instructions to create more complex machines, including those with sensor controls.
Evaluating and Modifying	Ask to save the structure when it is complete.	Save the structure for it to be used as an exemplar to others.	Can return to models over a period of time demonstrating a higher skill level with regards to fixing pieces and using connectors	Describe the outcome of a model that has one or more moving parts and then suggest an improvement.	Locate and identify the moving part of the model and describe how it works.	Create models to show how specific parts of machines work, back this up with explanations.
	Persevere with a construction set when the pieces don't connect first time	Sustain concentration and persevere for a short time in order to make their idea a reality.	Add more intricate detail after the original structure has been made.	Evaluate their model against the WAGOLL in the instruction manual.	Evaluate their model against the WAGOLL in the instruction manual.	Evaluate and adapt models based on a design brief.

	Is able to choose to return to add more pieces after they have indicated that it is finished		Continually return to a structure in order to continue editing it. Modifications can be as a result of feedback from a peer or adult.	Refer to past experience when suggesting modifications (i.e. 'I remember that last time I …')		

Small Construction

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
What must adults provide?	Duplo Mobilo Train Track Duplo Mobilo Train Track Duplo Mobilo Train Track + Lego	Duplo Lego Mobilo Train Track Lego Mobilo Train Track (?) Brio Lego Mobilo Brio Kidstruktor	Lego Mobilo Brio Kidstruktor Lego Brio Kidstruktor + Knex Lego Brio Knex	Lego Knex Polydron Lego Knex Polydron + Lego Simple Machines Lego Lego Simple Machines Knex	Lego Simple Machines Lego Lego Simple Machines Lego Simple and Powered Lego Simple Machines Lego Simple and Powered	Lego Simple Machines Lego Simple and Powered K'Nex Simple Machines K'Nex Levers and Pulleys	Lego Technic Lego Boost K'Nex Meccano

Gardening

Nursery	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Can use two and one handed tools to dig in the mud talking about the effect of their work (spades and trowels – making a hole).	Can safely use a spade to dig pushing down on the spade with their foot and transferring the soil to another pile or container.	With support, can maintain the potting shed by ensuring that tools, pots and packets are safely stored.	Can maintain the potting shed by storing everything safely and replenishing labels when needed.	Can maintain the gardening area by regularly turning the soil in the planters, storing equipment safely and replenishing labels etc.	Can maintain the gardening area by regularly weeding, pruning and treating the gardens with pesticides.
	Can safely use a trowel with one hand to transfer soil from one container to another				
	Can safely use the fork by pushing down on the fork with one foot and turning the soil in the ground/ bed				
Can use plants and leaves to enhance their mud play. They will use petals, stems, flower heads and leaves when making mud pies.	Can identify that a plant will need sun and water to grow and begin to talk about why.	Children talk about a plant needing water and that rain is water. They also talk about the need to water plants when it is dry.	Understand that certain vegetables, fruits and plants must be grown inside the potting shed (i.e. because it is dryer and warmer)	Suggest which plants and vegetables will need to be grown inside the greenhouse and say why.	Plan a planting and harvest cycle so that there are plants continuously growing in our gardens throughout the year.
		Children talk about a plant needing sun light and that sun light comes from the sun.			
With close support can plant a seed or bean in the soil. Can describe the process of a plant growing , rain falling and sun shining by using simple words, statements or actions.	Can plant a seed or bean in the soil and talk about what will happen when it will grow.	Can plant a bean or seed with an end in mind (i.e. to grow flowers that are pretty/ to make pumpkin soup).	Can harvest vegetables that have grown and then peel and chop them with support. With support they use these in a recipe that they have read.	Can suggest a recipe to be followed for making an original dish using fruits and vegetables that they have grown.	Can create their own recipe using the produce they have grown using the planting and harvest cycle plan.
		Can keep a simple record of how plant has grown over time and comment on what factors they have noticed.	Can keep a record where they compare the growth of two different sorts of plants.		
Naturally asks questions of adults and peers when digging or planting.	Can identify the flowers and leaves on plants.	Can identify leaves, stalks, roots, bulbs, blossom, branches, trunks and flowers on plants that have grown outdoors using magnifying glasses to comment on the details of these features.	Can talk about germination from seeds including food stored within the seed and make simple observations when 'sprouting' begins.	Can talk about the functions of parts of plants in the outdoor area (i.e. trunks for trees, roots, etc.)	Can talk about the life process and plant reproduction cycle.
Begins to understand that when a plant or flower has been pulled up, that it is dead and will not continue to grow	Can talk about their observations of a flower or plant that has decayed about being picked.	Can talk about what will happen to a flower or plant if it is picked – i.e. what it will look like and comments on how the changes of seasons affect plants (i.e. leaves falling from trees).	Can set up a comparative test where children look at factors such as light or dark that help plants to grow and live.	Can set and write up their findings about a comparative test where children look factors such as light or dark that help plants to grow and live.	Investigate how variables impact the speed of growth in plants (variables may include but not limited to: temperature, watering, photosynthesis)
Shows care and concern for living plants and flowers.	Talks about the importance of taking care for plants and flowers.	Children actively care for flowers and plants in their environment by watering them and safeguarding them against younger children damaging them.	Children make posters for younger children about the importance of caring for plants and talk about why.		
		Can compare the features of different plants and flowers.			

Underpinning Aspects of Learning						
Dispositions to Learning (DL)						
1.Self-Motivation/ Management - /Resourcefulness	Children openly talk about an original idea that they have had (i.e. a creation or project). They gather the resources that they need and complete the task to a standard that they are happy with. They may need regular reminding and prompting to return to the project.	Children ensure that an original idea that they had becomes a reality by completing it over a period of time. Children return to the project with little need for prompting. Feedback on the project/ creation is given by the adult.	Children ensure that an original idea that they had becomes a reality by completing it over a period of time. They are able to talk about the skills that they have used and what they have learned including what they have changed.	With support, children plan success criteria for their original idea. As they return to the project (with support) they begin to reflect on the project/ creation against the success criteria.	Children work independently with perseverance and determination following the editing and revision process, overcoming self-identified setbacks, developing multiple drafts before creating a high quality final piece.	
2.Resilience	Children respond to feedback quickly and effectively across the curriculum. They can talk about what they have changed.	With support, children begin to identify 'Brilliant Blue' and 'Green for Growth' in their own work. Pre-determined success criteria is referenced with support. Children then make these changes talking about 'mistakes being learning's friend'	Against a clear and shared success criteria, children can reflect on their own work by identifying a 'Brilliant Blue' and 'Green for Growth'. With adult support, children plan how they will make the changes needed talking about 'mistakes being learning's friend'.	Against a clear and shared success criteria, children can reflect on their own work by identifying a 'Brilliant Blue' and 'Green for Growth'. After making the changes with a high level of independence, children then talk about the whole process of reflection and why their work is even better now.	Against a clear and shared success criteria and their own targets, children can reflect independently on their work at all stages in the creation process and make a wide range of changes, taking into account learning from other areas of the curriculum. Children present their work confidently to others, identifying where resilience played a part in their working process.	
3.Collaboration	Children can complete a task which is adult or self-chosen with a group of up to three children. This group do not need directing other than to explain the learning outcome. Children resolve conflict and organise themselves with little support.	Children can complete a task which is adult or self-chosen with a group of up to six children. This group do not need directing other than to explain the learning outcome. Children resolve conflict and organise themselves with little support.	Children can complete a task which is adult or self-chosen with a group of up to six children. With support, children plan out how best to achieve the outcome that they want. Success criteria is devised and roles are allocated. Any conflict is resolved without adult support.	Children can complete a task which is adult or self-chosen with a group of up to six children. Children plan out how best to achieve the outcome that they want. Success criteria is devised with little support and roles are allocated. Self-regulation is evident as children naturally resolve conflict using compromise.	Children make good choices about who to work with and when collaborative work will be necessary and useful. Children choose appropriate times and places to suit the task. Outcomes of collaborative work show that group members had equal input and that collaboration was necessary.	
Communicating confidently (C)			Addressing an audience			
1.Clarity	Speak audibly, fluently as well as in full and mostly accurate sentences.	Children will able to speak in full and increasingly complex sentences connecting a range of ideas and themes together. They will use the key features of grammar and vocabulary learned in the writing and reading KO grids.	Demonstrate an understanding of the need to make eye contact with the audience and use simple hand gestures to give expression and/ or feeling.		Children speak in an engaging manner, changing their tone, volume and pace as appropriate to the material being presented.	
2.Structure and Vocabulary	Children will say their sentence first before writing it down. Sentences will include a conjunction where appropriate. Future, present and past tense will always be accurate.	Children will use a range of adjectives, adverbs, prepositions, verbs and nouns in line with the English and SPAG curriculum. When speaking in the future tense, children use correct grammatical structures 'I am going' or 'I will be going'	Children will use a range of adjectives, adverbs, prepositions, verbs and nouns in line with the English curriculum (see guidance).		Children will choose words accurately to suit the material they are presenting – tier 2 and 3 vocabulary will be a feature of their communication where appropriate. A varied range of grammatical structures will be employed for clarity of meaning.	
3.Language for Research	Ask questions to find out more as well as appropriately responding to questions and comments from adults and most peers.	Naturally formulate questions in order to find out more about what they are learning about.	When presenting a project that they have worked on they use technical vocabulary that reflects the breadth of their experience and research. Children begin to use previously learned phrases (see continuum) to express opinions and debate.	Children naturally use previously learned key phrases and sentence stems to express opinions and debate. New and key vocabulary learned is used in the correct context and with an understanding of its definition.		
4.Rhythm	Respond to the rhymes and songs in the academy non-negotiable booklet at the correct pace, pitch and volume in response to an adult.	Gain the attention of a larger group of people (up to six) by singing an academy song or rhyme. Always respond with the correct pace, pitch and volume to a grown up.	Keep pace with more complex songs and rhymes whilst starting to make their own.		Understand a range of rhythmic patterns in songs and poems. Create own songs and rhymes using a range of rhythmic patterns.	
5.Sequence	Retell and invent a range of simple stories, as well as orally recount past experiences using descriptive language and beginning to express feelings. Five or six sentences in sequence are used with a clear beginning, middle and end being evident.	They will continue to retell and invent a range of stories, as well as orally recounting past experiences using the key words and phrases in the Talk for Writing continuums (fiction and non fiction)	When reading a story they have written, presenting a project they have worked on or performing a play they are familiar with, they begin to use intonation to convey meaning and emphasis (i.e. raised voice when reading a question, … example).	Children invent a range a stores and recount a range of experiences using all previously learned structures of language to ensure flow in what they are saying. A clear beginning, middle and end are evident in all sequences.	Children choose appropriate structures depending on the text type, organising information and being innovate with time sequencing e.g. starting a story with a flashback, or at the ending.	
6.Performance	Begin to perform in small groups, starting to consider volume and tone of their voice as well as using body language to engage their audience.	Children will begin to perform, present and debate in one-to-one situations and small groups starting to consider volume and tone of their voice as well as using eye contact and body language to engage their audience.	Sustain an adult directed role when performing or acting, responding appropriately to others in role. Use stories previously written to begin to create play scripts.	Original play scripts are created with increasing independence in response to stories written and imagined.	Children collaboratively prepare pieces of writing (including scripts, poems, stories, reports) to be performed and filmed. E.g. in green screen studio, making animations using ipads and small world.	
Health, Well Being and Esteem (HWBE)						
1.Healthy Lifestyle	Children access at least 45 minutes of outdoor learning every day. They can talk about why active, outdoor learning is good for us. Children demonstrate a positive attitude to eating a healthy meal at family dining. They rarely need support to at least try everything on their plate.	Children access at least 45 minutes of outdoor learning every day. They are often positive about learning outdoors. Children demonstrate a positive attitude to eating a healthy meal at family dining. They naturally talk about a healthy diet in school.	Children access at least 30 minutes of outdoor learning at least every other day. Children begin to support other children to make healthy choices at lunchtime including encouraging children to try food that they are unsure of.	Children access at least 30 minutes of outdoor learning at least every other day. Children act as 'lunchtime buddies' for younger children. They naturally talk about healthy choices whilst encouraging reluctant children.		

2.Identity/ Aspiration	Confidently talk about their family and where they live and come from. They begin to talk generally about their hopes and dreams.	Children talk about their aspirations for the future. This may be short term aspirations or life aspirations. With support, they talk about how they will achieve them.	Children speak about those who have inspired them. These may be people known to them or famous people. With support, they talk about how they achieved their goals	Children continue to have short term and long term aspirations. These may change from time to time. Children speak about how they intend to achieve their aspiration.	Children understand how long term goals can be achieved by working towards a number of short term goals. Children make choices relating to their goals and can articulate how their actions contribute to their success.	
3.Self-Awareness/ Reflection	Able to talk about themselves in positive ways referring to their strengths and their likes.	Children extend the positive ways in which they talk about themselves by referring to their 'expertise'. They talk about their area of 'expertise' and with support can share it with others.	In learning mentor meetings, children are able to talk about the progress that they have made and what has made the difference. They then begin to talk about how they will achieve their next steps. Children are able to easily recall at least one area of expertise that they genuinely believe that they are the 'expert in'.	Children demonstrate strong identity by speaking about what makes them unique. They are able to talk about past targets and how they achieved them. They also speak about their current targets and how they intend to achieve them.	As well as identifying their own identity and expertise, children recognise the identity and expertise of others. Children understand how their awareness of self helps them to understand their potential role and contribution to the class, the school and wider society.	
4.Courage	They will demonstrate bravery when taking risks (i.e. riding a two wheeled bicycle) whilst being able to talk about how to keep themselves safe in school. Children also begin to talk about how to keep themselves safe outside school (i.e. road safety).	Children take risks in their learning in the classroom. This may involve using an adventurous adjective even when it is tricky to spell or attempting the next step for depth in maths.	Demonstrate confidence by approaching unfamiliar situations or learning experiences as well as experiences that possibly evoke a negative response (i.e. a cold task or test) with openness and willingness. They are then able to talk about their feelings of this experience including how they dealt with it and approached it with adult support.	Children are able to talk about what they need to do to complete a task. They demonstrate purpose and determination in how they articulate their plan.	Children experiment and problem solve in a variety of situations and can articulate their understanding that where nothing is ventured, nothing is gained. They approach new challenges confidently knowing that it will be a learning experience, despite other outcomes.	
Movement and Agility (M)			Mindfulness and Community			
1.Skill/ Intrinsic and self-motivation	Children will be able to run in a straight line negotiating space; walk a line on the ground putting one foot in front of the other; jump with two feet together; throw to strike a large target from up to one meter and catch a large ball thrown from up to two meters.	Children will be able to run in a straight line negotiating space; jump with two feet together; throw to strike a large target from up to two meters; catch a large or small ball thrown from up to two meters and walk a one meter beam with a width of one foot.	Children demonstrate intrinsic happiness in school by responding to specific praise with pride when given without the need for extrinsic reassurance. They also demonstrate this intrinsic happiness by beginning to actively seek what they can now improve on from adults and peers displaying the attitude that we should 'always be improving'.		Children know and use techniques which help them to feel calm and concentrate on their work. They talk about how a good attitude to learning has a positive impact on themselves and those around them.	
2.Strength/ Joy	They display increasing strength by lifting and managing age appropriate weights such as crates, blocks and sports equipment.	They display strength by lifting and managing age appropriate weights such as crates, blocks and sports equipment.	Children are able to talk about feelings of joy and happiness that they have experienced in school and with support can recall these from home. These explanations include describing what specifically made the experience joyful.	Children appear happy and content much of the time. They celebrate their own and others achievements naturally.	Children know that the experience of learning is a joyful one which is more exciting the more effort that is put in. They find joy in both the process of creating and the outcomes and can express this.	
3.Endurance/ Purpose	Children begin to write longer pieces of text and can participate in physical education sessions of up to at least 15 minutes without needing to stop for a rest.	Children will demonstrate endurance by writing longer pieces of text (10 sentences) and completing sustained sessions of physical education.	Children demonstrate an obvious sense of purpose for the majority of their time in school. This is characterised by the choices that they make throughout the school day (i.e. taking responsibility for themselves and sometimes others and making good decisions with little support). They can remain absorbed for up to 30 minutes without being distracted.	Children remain absorbed for 45 minutes on a piece of work that requires quiet and concentration. In their independent learning time, children continue to make their original ideas a reality.	Children can articulate their purpose linked to their short term and long term goals. They can clearly explain how their actions are linked to their purpose and self-evaluate to make sure that they are being purposeful in their work.	
4.Balance/ Responsibility	They can ride a two wheeled bicycle without stabilisers and begin to control the bicycle to negotiate space and travel around obstacles.	They can **confidently** ride a two wheeled bicycle travelling around a range of obstacles as well as safely negotiating ramps.	They will begin to demonstrate collective responsibility in things like advising others as to a good choice that they could make, choosing to tidy mess that they didn't make or making suggestions to a larger group as to what the collective could do to make the community an even more positive place to be and learn.	Children will be able to talk about their school community (i.e. class) positively and begin to talk about their role in this community including what they add to it.	Children take responsibility for their actions in relation to their own work and in the way that they interact with others. They demonstrate integrity when allowed to have responsibility and their outcomes are of a high quality as a result.	
Peer Critique (PC)						
1. Culture of Feedback	Children talk about mistakes as learning's friend and respond positively when an adult gives them a next step.	With support from an adult, children participate in 'gallery critique' sessions. They are able to select examples from the gallery that impress them and discuss why.	Children are able to identify the need for and then independently give kind, specific and helpful advice to another child articulating how it will improve the quality of their work/ learning.	Children not only give kind, specific and helpful feedback to another child but then return to comment on the changes made.	Children give in-depth feedback when asked by their peers. Their feedback reflects learning from across the curriculum. Children know who best to ask for feedback depending on the task.	
2. Language of Feedback	They can talk about how they acted upon feedback in a positive way as well as what they have changed (i.e. when repeating, editing and redrafting).	Children also participate in in-depth critique sessions focusing on one individual's work – this will initially be an adults work and where appropriate may begin to focus on the work/learning of one child.	Children are able to question one another about their work/learning eg. *"I'm curious why you chose to begin with this…?* Or *"Have you considered including?"*		Children confidently provide feedback which doesn't rely on personal opinion. They provide positives as well as points for improvement. Feedback is given as part of a dialogue.	
3. Skills for sensitive feedback	Children are used to and comfortable with the concept of 'stop and celebrate' and know that feedback will always be kind, helpful and specific.	When making comments on another's learning children are aware of how to make their critique kind, helpful and specific.	Children naturally teach and show each other giving kind, specific and honest advice in a range of independent contexts.	After showing or teaching a friend, the child is able to give feedback on how well the other does what has been shown to them.	Feedback is given as part of a dialogue so that children can interrogate and discuss comments from their peers.	
4. Acting on Feedback		When reflecting upon critique shared children are able to improve their own work/learning in relation to the feedback discussed.	Advice given and received will include children redrafting, rethinking and editing their work/learning. Children will return for further opinions and advice after editing.	Children will be familiar with their work/learning being shared with a wider audience. Children are able to articulate their critiquing, editing and improving journey to others.	Children act on feedback from peers in a timely fashion. They may seek advice from other children as to how to carry out the recommendations.	

READING	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
WORD	Can blend and segment orally. Can identify the initial phoneme (orally)	Can read all 44 phonemes Can read CVC words Can read all key words Set 1 Can read first 20 HF words	Respond speedily with the correct sound to graphemes Passed phonic screening test Reads all Year 1 common exception words Read words containing –s, -es, -ing, -ed, -er and –est endings Can read 80 HF words Know letter names and can order letters of the alphabet	Read words with two or more syllables using known grapheme phoneme correspondence Read accurately by sound blending and applying phonic knowledge Reads all Year 2 common exception words Reads words containing common suffixes Completed Phase 6 of letters and sounds Can read 100 HF words Can use the initial letter to locate words and information in a dictionary, glossary and contents page	Decodes fluently (without staccato blending) Demonstrates, in reading, knowledge that words are built from roots and affixes Read Year 3 (identified by school) common exception words Use the first 2 letters in a word to locate words and information in a dictionary, glossary and contents page	Predicts new words from the context and from the knowledge of the structure of words (roots and affixes) Read Year 4 (identified by school) common exception words Use the first 2 - 3 letters in a word to locate words and information in a dictionary, glossary and contents page	Reads aloud extracts from the class novel, guided reading book so that the group or class can hear Applies knowledge of root word, prefixes and suffixes to read aloud and understand meaning of new words Can use a thesaurus to find adventurous words for own writing	Can read aloud fluently long passages from a variety of material (in class, assembly etc.) Can use dictionary definitions and thesaurus to decide whether words are suitable for own writing (Roget's and Oxford concise)
TEXT	Knows that print is read from left to right. Understands that print carries meaning. Recognises familiar words such as own name and logos. Knows some nursery rhymes by heart.	Is on Red book band Has achieved PM bench mark 3,4,or 5 Knows a range of nursery and action rhymes by heart.	Is on Orange book band Has achieved PM bench mark 15 Can read aloud accurately at orange book band Can read polysyllabic words Read contractions *I've don't can't didn't* Knows some short and simple poems by heart.	Is on White book band Has achieved PM benchmark level 23 or 24 Read out loud without hesitation at the appropriate level (White) Can recite a range of range of short and simple poems by heart	Can read books at Emerald/ Lime book band with confidence Has achieved PM benchmark level 26 Can read silently from a book chosen from the class library for 15 minutes Recites poems and reads play scripts showing understanding through intonation, tone, volume and action	Can read books at Ruby book band with confidence Has achieved PM benchmark level 28-30 Can read silently for 20 minutes with a book chosen from the class library Recites poems and reads play scripts showing understanding through intonation, tone, volume and action	Can read books at Sapphire book band with confidence Has completed PM benchmarking Can read silently with a book chosen from the class library for 20+ minutes Recites poems and reads play scripts showing understanding through intonation, tone, volume and action	Can read silently with a book chosen from the class library for 20+ minutes Recites poems and reads play scripts showing understanding through intonation, tone, volume and action
COMPREHENSION	Listens to stories, recalling some basic details Joins in with repeated refrains and anticipates key events and phrases Can retell a simple event in the correct order Recreates stories during role play and small world activities.	Can re-tell familiar stories Can identify rhyming words	Retells key stories by recalling events and dialogue Can recite some simple poems and rhymes by heart. Locates information in texts Is beginning to check that the text makes sense to them as they read- some evidence of self-correction. Can infer what is said and done Predicts what might happen next based on what they have read Sequences key events	Re-tell stories by recounting events, dialogue and including some detail Recites some simple poems and rhymes by heart, with intonation to make meaning clear Uses knowledge of vocabulary to help to understand text Checks that the text makes sense to them as they read- evidence of self-correction. Recognises recurring language in stories and discusses their favourite words and phrases Explain and discuss their understanding of books or poems using inferences and predictions Talks about the structure of different non-fiction text types	In reading journal, class work with novels & guided reading: Can explain vocabulary in context Can retrieve information from texts Summarises the main idea in a paragraph Makes simple inferences from the text Can predict what might happen next from details stated and implied Can identify genre by reference to character, setting, events etc. Can explain how texts are organised; headings, bullet points etc. Recognises some different types of poetry Checks that the text makes sense to them as they read- evidence of self-correction.	In reading journal, class work with novels & guided reading : Can explain vocabulary in context Retrieves and records key information from the text Makes inferences by inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence Identifies themes in stories; e.g. good wins over evil; small and weak saving the day. Can identify how language, structure and presentation contribute to meaning Can describe differences between the beginning and the end of a story Summarises the main idea from more than one paragraph Checks that the text makes sense to them as they read- evidence of self-correction.	In reading journal, class work with novels & guided reading: Matches words to synonyms Retrieves, records and presents information drawn from different parts of the text Summarises the main ideas drawn from more than one paragraph, identifying key details Explains inferences and justifies with evidence Can identify facts and opinions Can compare feelings, events from different parts of a story Checks that the text makes sense to them as they read- evidence of self-correction.	In reading journal, class work with novels & guided reading : (challenging material) Provides synonyms for words in context Retrieves, records and presents information drawn from more than one text Summarises / contrast the main ideas drawn from more than one text, identifying key details Explains, using examples, how a writer implies meaning through choice of language Predicts what might happen from details stated and implied Identifies turning points within a narrative by giving examples from the text Identifies and explains how meaning is enhanced through choice of words and phrases Makes comparisons with the text

WRITING 1	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
COMPOSITION	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Writes 2-3 sentences linked by an idea Can read own writing	Writes 4-5 sentences linked by a simple idea Rehearses what they want to write by saying it out loud Can read own writing aloud Adult can read writing	Writes 150+ words (20 mins) Makes simple additions and revisions to their writing Plans writing, using key words and new vocabulary The purpose of the writing is clear because the main features are present	Typically writes 200+ words (20 mins) Plans, drafts and edits own writing by discussing and recording ideas. They assess the effectiveness of their own and others' writing, proofreading for spelling and punctuation errors. The purpose of the writing is evident because the main features are used (character, setting, plot)	Often writes 250+ words Plans, drafts and edits own writing by discussing and incorporating features of similar styles of writing. They assess the effectiveness of their own and others' writing, proofreading for spelling and punctuation errors. The purpose of the writing is evident because the main features of fiction and non-fiction types are developed (character, setting, plot)	Extends writing over several lessons (1.5 sides of A4 are consistently organised) The purpose of the writing is clear because the main features have been used carefully and the audience has been established	Extends pieces over several lessons (2 sides of A4 are consistently organised) The purpose of the writing is clear because key features are evident throughout and the audience has been clearly established.
GRAMMAR	Uses a range of tenses (e.g. play, playing, will play, played). Beginning to use more complex sentences to link thoughts (e.g. using and, because) Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	Writes 2-3 sentences linked by an idea	Writes 4-5 statements with some use of capital letters and full stops Joins with *and* Uses adjectives to describe nouns	Regularly writes 10+ sentences in the lesson (simple grammatical structures secure) Maintains the tense throughout Maintains the 1st or 3rd person consistently Writes sentences with grammatical agreement – 70% Co-ordinating with but, and, or Subordinating with when / if / that/ because Uses expanded noun phrases to add more detail (e.g. adjectives & adverbs - The ginger cat . . . He ran quickly.) Writes statements, commands, questions and exclamations with grammatical agreement	Typically writes 10+ sentences in the lesson (basic grammatical agreement secure) Typically writes accurately in the past or present tense throughout the piece Grammatical construction is largely correct – 90% Expresses time, place and cause using **conjunctions** (when, before, after, while, so because), **adverbs** (then, next, soon, therefore) or **prepositions** (before, after, during, because of)	Regularly writes 15+ sentences in the lesson (basic grammatical agreement secure) Uses different tenses e.g. present perfect (*He has **downloaded** some music*.) Sentences have different grammatical structure and length • Using pronouns to prevent repetition and create clarity • Noun phrases are expanded by the addition of modifying adjectives, nouns and preposition phrases (eg the strict maths teacher with the curly hair) • Use of fronted adverbials *Later that day, As quick as a flash, Almost immediately,*	Typically writes 15+ sentences in the lesson (has eliminated missing word errors and common grammatical errors e.g. *what for that / them for those / being* for *been* / *are* for *our / they* for *there)* Has eliminated incorrect forms of common irregular verbs e.g *was* for *were / would of* for *would have)* Writes sentences with more than one clause – typically • Employ relative clauses to refer back to the subject (Often with reference to the subject e.g. The boy who lives near to the school. Often with reference to the whole clause e.g. Tom broke the game, which annoyed Ali.) (who, which, where, when, whose, that) • Employ modal verbs to indicate degrees of probability (might, should, will must) (e.g. *This ride **might** be too scary for me. He **should** look after his little brother*.)	Typically writes 15+ sentences in the lesson (grammatical agreement secure) Creates agreement with irregular verbs throughout (e.g. I was, we were, they will be) Creates a formal tone by using subjunctives (*If Zoë **were** the class president, things would be much better. The school rules **demand that** pupils not enter the gym at lunchtime. The school **requires that** all pupils be honest*.) Simple, compound and complex sentences are varied deliberately to create effect – able to • Convey complicated information concisely using expanded noun phrases (Almost all healthy adult foxes in this area can jump.) • Create cohesion in sentences and writing by marking relationships of time and cause. (A visit has been arranged for Year 6, to the Mountain Peaks Field Study Centre, leaving school at 9.30am. This is an overnight visit. The centre has beautiful grounds and a nature trail. During the afternoon, the children will follow the trail.
PUNCTUATION	Sometimes gives meaning to marks as they draw and paint.	Tries out capital letters & full stops	Tries out capital letters and full-stops in own writing Some use CL for people's names, places, days and personal pronoun I Tries out exclamation marks and question marks	Punctuates most simple sentences with a CL & FS Secure use of CL for people's names, places, days and personal pronoun I Tries out question marks and exclamation marks Uses apostrophe to mark singular possession Tries out commas in lists	Errors with missing CLs and full stops are rare in the piece Tries out inverted commas to punctuate speech Uses apostrophe for contraction Secure use of ? and ! Uses commas to punctuate a list	Regularly writes 15+ sentences in the lesson (all simple sentences correctly punctuated, no comma splicing) Punctuates speech before or after the reporting clause "I am hungry," **she said**. **She said**, "I am hungry." Commas and full stops correctly placed; inverted commas in place. Uses apostrophe for possession (has eliminated use for plurals e.g. *We went to the **shop's***.) Beginning to use a comma after fronted adverbial (Happily, the house did not burn down.)	Typically writes 15+ sentences in the lesson (10+ correctly punctuated). Punctuates speech around the reporting clause "I am hungry," **she said**. "Please give me a sandwich." Use of apostrophe secure for possession – singular and plural forms Uses brackets, dashes or commas to clarify meaning or avoid ambiguity (usually successful).	Typically writes 15+ sentences in the lesson (correctly punctuated). Uses brackets for parenthesis Punctuation inside sentences includes use of colon to introduce a list; uses a semi colon to replace and. Uses semi-colons, colons & dashes to mark boundaries between independent clauses Uses hyphen to avoid ambiguity Uses commas successfully to clarify meaning. Uses bullet points to list information
STRUCTURE & ORGANISATION	Can retell a simple past event in correct order (e.g. went down slide, hurt finger).	Writing is organised into phrases or sentences	Writing is organised as a sequence of sentences	Writing is organised as a sequence of events	Writing is organised to a conclusion Groups ideas into paragraphs (3-4 sentences) A range of organisational devices are used (headings, sub-headings)	Writing is well structured; the end as well developed as the beginning Organises writing into paragraphs which are linked by an idea A range of organisational devices are used (captions, labels)	Writing is well structured; all paragraphs are evenly constructed with the end as well developed as the beginning. Paragraphs are linked using adverbials of time, place number or tense choices. Organised writing into paragraphs that have opening and closing signals (then, after that, this)	Writing is well structured with evidence of précis and expansion Organises writing into paragraphs that are cohesive and well structured A range of organisational devices are used (underlining, different fonts)

WRITING 2								
SPELLING	Sometimes gives meaning to marks as they draw and paint.	In own writing spells 10 HF words Writes dominant sounds Spells CVC words Can spell own name Uses capital letter for I	In own writing spells 50 HF words Can spell Year 1 common exception words Spelling of all phonemes is phonically plausible Can spell correct sound to grapheme Can write dictated sentences Uses letter names for spellings Can spell phonically in own writing Can spell numbers 1-10 Can spell days of the week	In own writing spells 75+ HF words Spells Year 1 Spelling of vowel phonemes is typically correct (ee / ea / oo / ue etc) Spells polysyllabic words Spells suffixes and verb endings correctly (-ed / -er / -est / -ing) Uses contractions (don't can't) Can spell words from Y1/Y2 spelling list (80% accuracy)	In own writing spells 100 HF words Makes the spelling change –y to –I correctly (tidy tidies / happy-happily) Double consonants before adding –ing etc to indicate short vowel (getting / running) In weekly spelling test spells words from Y3/Y4 spelling list to 75% accuracy (15/20)	Uses and spells correct form of common homophones (their / there) *Interest words* can be read easily. Spells complex phonemes – ough –tion –ould –ure Spells accurately using the possessive apostrophe In weekly spelling test spells words from Y3/Y4 spelling list to 80% accuracy (16/20)	Spelling is 90% accurate in own writing – including *interest words* In weekly spelling test spells words from Y5/Y6 spelling list to 75% accuracy (15/20)	Is making use of adventurous vocabulary which is typically spelled correctly throughout all writing Spelling is 95% accurate in own writing In weekly spelling test spells words from Y5/Y6 spelling list to 80% accuracy (16/20)
WORD WORK	Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Blends and segments orally	Spells CVC words I write a CL for I Spells 10 HF words in own writing	Leaves spaces between words Describes using colour, size etc. Uses joining words (and) Uses plural noun suffixes –s or –es (dog, dogs, wish, wishes) Uses some suffixes that can be added to verbs where no change is needed (helping, helped, helper) Knows how the prefix un- changes the meaning of verbs and adjectives-kind/unkind, helpful/ unhelpful Shows awareness of names, days, I by using CL	Shows an understanding that verbs have different endings in different tenses (-ed –ing –s) Uses a range of descriptive vocabulary Typically creates interest through use of common words (e.g. big / little / happy / sad / beautiful / ugly) Some words from genres used Once upon a time . . .	No longer uses capital letters inside words Creates interest through use of a variety of words (enormous / small / joyful / gloomy / good looking / hideous) Uses suffices and prefixes in writing demonstrating an understanding of word structure (-ing –un –ly –ful) Typically topic words from the writing type are used (volcano / eruption / lava)	Typically creates interest through use of a variety of words (gigantic / tiny / joyful / gloomy / good looking / hideous) Uses suffixes and prefixes in writing, demonstrating an understanding of word structure (-dis – mis – in – im - -ation) Sometimes words and phrases from the writing type are used (first, as a result, meanwhile, presently)	Sometimes uses affixes in writing which alter word class (- ance – tial –ible - able) Typically adds detail through the use of a mature vocabulary (huge / minute / pleased / dismal / gorgeous / hideous) Typically words and phrases from the writing type are used (furthermore, on the other hand)	Sometimes uses affixes in writing which alter word class (- ance – tial –ible - able) Sometimes adds detail through the use of a well-chosen, mature vocabulary (Colossal / petite / thrilled / depressing / attractive / unattractive) Typically makes use of a precise and adventurous vocabulary (extensive / slight / poignant / content /striking / unsightly) Sometimes uses figurative language to enhance description (personification / simile) Often uses figurative language to enhance description (personification / simile) Typically words and phrases are well chosen to establish the period, audience and voice of the writing
HANDWRITING	Holds my pencil between my finger and thumb Can copy some letters, e.g. letters from their name. Sometimes gives meaning to marks as they draw and paint.	Holds my pencil between my finger and thumb Can write letters clearly	Holds pencil comfortably and correctly Forms lower case letters correctly – descenders below the line, ascenders clear Writes digits 0-9	Forms lower case letters of even size Can form diagonal and horizontal strokes for later use in cursive script Proms capital letter correctly	Is beginning to write in a cursive script Handwriting is always legible and even	Can write using a cursive script Handwriting is always legible and is even throughout Handwriting is neat throughout	Ensures that they have the right writing implement for the task Writes fluently and neatly Writes at sufficient speed to complete tasks (250 words in 20 mins)	Writes fluently and neatly Writes at sufficient speed to complete tasks (300 words in 20 mins)
TERMINOLOGY FOR PUPILS	**Letter, sound, write**	**Letter, phoneme, word, sentence, full stop**	**Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark**	**Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma**	**Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)**	**Determiner, pronoun, possessive pronoun, adverbial**	**Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**	**Subject, object, active, passive, synonym, atonym, ellipsis, hyphen, colon, semi-colon, bullet points**

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
KEY CONCEPTS	Recites numbers in order to 1 Shows an understanding that numbers identify how many objects are in a set Compares two groups of objects, saying when they have the same amount	Has acquired concept of number conservation Can count 1-1 reliably to 20 objects Can order numerals / Numicon by value Can match numerals / Numicon to sets Can say which set has most / least (e.g. set of 5 bananas is more than set of 3 apples)	Has acquired the concept of place value; • can identify the value of digits in 2 digit numbers to 20 • partitions numbers and says now many tens and ones in a given number	Has acquired the concept of place value; • can identify the value of digits in 3 digit numbers including the place holder 0 • partitions numbers for calculations (applies this to own work)	Has acquired the concept of place value; ○ can identify the value of digits in 4 digit numbers including the place holder 0 ○ partitions numbers for calculations (applies this to own work)	Has acquired the concept of place value; ○ can identify the value of digits to one decimal place ○ partitions numbers for calculations (applies this to own work)	Has acquired the concept of four number operations at the structural level ○ Awareness of the internal structure of the operation and the relationships between the operations (includes understanding of commutative, distributive and associative laws) ○ Would be shown in ability to use place value to partition numbers for + - x & ÷ mentally or with jottings ○ Would be shown in ability to derive number facts from known ones	Understands algebra as a method of solving mathematical problems Can apply a number to a variable to solve an algebraic equation Use knowledge of the order of operations (BODMAS) to carry out calculations	Understands algebra as a method of solving mathematical problems ○ Can write own algebraic formulae to express simple equations ○ Can represent ÷ x and brackets in algebra
		Using objects can add two single digit numbers – counting on to find the answer	Has acquired the concept of addition as the process of bringing two sets together (can add 1 digit numbers to 2 digit numbers using a number track, numicon, 100 square etc)	Has acquired the concept of multiplication as repeated addition; • solves calculations using a number line & equal jumps • solves calculations using equipment (e.g. using arrays, drawing groups of equal size, Numicon etc.)	Has acquired concept of division as repeated subtraction ● Use ÷ and x facts to calculate fractions of numbers (unit fractions and non-unit fractions)				Understands a range of simple formulae and can use to solve problems e.g. ○ Circumference of a circle 2πr ○ Triangle = ½ base x height
		Using objects can subtract a single digit number from a number to 10 – counting back to find the answer	Has acquired the concept of subtraction as the process of taking a smaller set away from a larger set (can subtract 1 digit numbers from 2 digit numbers using a number track, 100 square etc.)	Has acquired concept of division as sharing • Solves calculations using equipment (e.g. using arrays, drawing groups of equal size, Numicon etc.)	Fractions - acquired the concept of fractions as the following: ○ involving division ○ equal parts of a shape ○ equal quantities of a number Has acquired the concept of difference as the gap between two amounts Adds or subtract to find the difference – knows which method to select	Has acquired the concept of fractions as the following: ○ a larger denominator indicating a smaller fraction ○ a larger numerator indicating a larger amount ○ equivalence of fractions (including when presented as decimals) ○ addition of fractions with same denominator ○ fractions as numbers – e.g. position on number lines	Has acquired the concept of fractions as the following: ○ Simplify fractions ○ Add and subtract fractions with different denominators ○ Can multiply numbers with ½ and ¼ e.g. 10 ½ x 2 = (10.5 x 2 =) 5 ¼ x 4 = (5.25 x 4 =) Has acquired the concept of percentage: ○ Understands % as fraction 100^{th} ○ Knows common fractions as %s (1% 10% 20% 50% 75% etc.) ○ Knows common decimal fractions as %s (.01 .1 . 2 .5 .75 etc.)	Knows the relationship between fractions, decimals, percentages, ratio and proportion ○ Can convert one form into another ○ Can compare and order	

Weekly 4 operations assessments	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
ADDITION					Expanded column method HTU (step towards formal written method)	Column addition – formal method Th H T U	Column method – whole numbers more than 4 digits including up to 2 decimal places	As blue using multi-digit numbers and decimals As blue using multi-digit numbers and decimals	Look at Old NC Level 6 objectives
SUBTRACTION					Expanded column subtraction HTU (step towards formal written method) Addition of "chunks" using tables facts on a number line Repeated subtraction using tables facts and chunks on a number line	Column subtraction – formal method Th H T U	Column method – whole numbers more than 4 digits(2dp)		
MULTIPLICATION					Partitioning TU x U	Short multiplication for multiplication of H T U x U	Formal method – short multiplication Th H T U x U Long multiplication Th H T U	4 digits numbers x T1s – long multiplication As Y5 + 1s.th X 1s	
DIVISION					Repeated subtraction using tables facts and chunks on a number line	Chunking using tables facts (step towards formal method)	Divide Th H T U by U using bus stop method with remainders interpreted as appropriate to context	4 digit numbers by 2 digit numbers using long and short division as appropriate	

Ongoing passport Tests	**Nursery**	**Reception**	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
PASSPORT		**Asia** Say the numbers 1 to 20 accurately Say 1 more than any number between 0-20 Say one less than any number between 0-20 Know by heart number bonds to 3, 4 and 5	**Western Europe** One more or less than any number between 1-100 Count in twos Count in tens Know by heart number bonds to ten	**North Africa** Know by heart all number bonds to 6, 7, 8 and 9 Order any 2 numbers between 0 and 100 using <> Know by heart doubles of all numbers to twenty Know by heart all multiplication facts for 2 to 2 x 12 Know by heart all multiplication facts for 5 to 5 x 12 Know by heart all multiplication facts for 10 to 10 x 12 Add or subtract any single digit numbers	**Antarctica** Know by heart all sums and differences of multiples of 10 up to 100 Know by heart all multiplication facts for 3 to 3 x 12 Know by heart all division facts for 3 up to 36 Know by heart all multiplication facts for 4 to 4 x 12 Know by heart all division facts for 4 up to 48	**Australasia** Know by heart all multiplication facts for 6 to 6 x 12 Know by heart all division facts for 6 up to 72 Know by heart all multiplication facts for 9 to 9 x 12 Know by heart all division facts for 9 up to 108 Know by heart all multiplication facts for 7 to 7 x 12 Know by heart all division facts for 7 up to 84	**South America** Double any 2 digit number Half any 2 digit number Know the factors of all times table answers up to 12 x 12 Multiply or divide a number by 10, 100, 1000 including decimals	**Globe trotter** Double any number with up to 1 decimal place Half any number with up to 1 decimal place Find a unit fraction of a number Identify equivalence between fractions	
			Eastern Europe Count in fives Recall doubles of all numbers to at least ten Know by heart number bonds to twenty	**South Africa** Know by heart all bonds of multiples of 10 to 100 Know by heart halves of all numbers to twenty Know by heart all division facts for 2 up to 24 Know by heart all division facts for 5 up to 60 Know by heart all division facts for 10 up to 120 Add or subtract any numbers up to 20.	**Arctic Circle** Know by heart all multiplication facts for 8 to 8 x 12 Know by heart all division facts for 8 up to 96 Add or subtract any single unit number to any 3 digit HTU number Add or subtract any multiple of 10 to any 3 digit HTU number Add or subtract any multiple of 100 to any 3 digit HTU number	**North America** Know by heart all multiplication facts for 11 to 11 x 12 Know by heart all division facts for 11 up to 132 Y4 Know by heart all multiplication facts for 12 to 12 x 12 Know by heart all division facts for 12 up to 144 Round a number to the nearest 10, 100, 1000 Know number bonds to 100	**Central America** Know by heart the squares of numbers between 1 and 12 and squares of multiples of 10. Know number bonds to 100 for numbers with one decimal place Recall prime numbers up to 30 Multiply pairs of multiples of 10 and 100 eg. 30 x 70	**Solar System Explorers - Mars** Find non-unit fractions of a number Find a percentage of a number Convert between decimals fractions and percentages Convert improper fractions to mixed number	

Coverage of Specific Areas of Learning – Year 1

Term	Core Story / Learning Challenge
1	Room on the Brook- Is science magical?
2	Little Red Riding Hood- Is it possible to be good and bad?
3	Avocado Baby- Do we all have a Superpower?
4	Jack and the Beanstalk- Does food really come from the supermarket?
5	Where the Wild Things Are- Are we all wild Things?
6	The Journey Home- Can we save the world?

AOL	Goal	1	2	3	4	5	6
9. Science	***Also see Year 1 Programme of Study for content coverage (Living Things, Plants, Animals including humans) – Everyday Materials and Seasonal Changes feature in every unit of work** Children will be able to identify, describe and explore a range of plants, animals and animal habitats. They understand the basic needs of animals and plants including water, food and air and demonstrate this understanding through using the outdoor provision. Through creating and constructing for a purpose, children explore the use of everyday materials including naming a range of materials. Children plan, implement and evaluate their own scientific investigations to answer cross curricula questions with support from an adult. They will predict, hypothesize and always use their reasoning skills to say why.						
			x		x	x	x
		x	x	x	x	x	x
10. PE	Children will be able to apply their running, jumping, throwing and catching skills in a range of independent and collaborative contexts with support where needed. They will participate in some team games with support (football, hockey, tennis, dodgeball, rounders and basketball) whilst beginning to develop rules without adult support. They will develop their own obstacle courses and circuits in order to demonstrate their agility, balance and co-ordination individually and with others whilst recording their improvements over a short period of time.	X	X	X	X	X	X
11. Geography and Community	Children will be able to identify key features of Bradford and discuss how Allerton is linked to Bradford through comparing similarities and differences and drawing maps. They will begin to investigate other parts of Bradford (such as Manningham) and begin to understand travel routes and modes of transport.	x	x			x	
			x				
					x	x	
12. History	Children will be able to research and find out about how things they are interested in has changed in the past thirty years (i.e. their parent's lifetimes) including asking and answering questions They will find out about great Bradfordians of the past sixty years (e.g. Members of their family, David Hockney, Zayn Malik, The Brownlee Brothers, Nafees, Kimberley Walsh, Moin Ashraf, Naveeda Ikram, Ian Clough, Dynamo) whilst discussing their achievements in the past tense.		x			x	x
		x		x	x		
13. Art, Design and Technology	-Children are working within the final step of the woodwork, small construction, box modelling, clay work and 'art and artistry' continuums and have demonstrated the range of skills and process within the Year 1 continuum including using the technical vocabulary learned. Children will be able to design, create and construct using the 'design thinking' model which includes making prototypes and improving them over time through careful evaluation and peer critique. They will create with purpose and will share their ideas through discussion. Children will show increasing skill and understanding of art and design techniques using colour, pattern, texture, line, shape, form and space.	x	x	x	x	x	x
			x	x		x	
			x	x		x	
14. Music and Performing	Children will be able to accurately copy a range of pitches, volumes and tempos by repeating and learning songs, rhymes and chants. They will use hands, feet and other forms of body percussion to represent different rhythms of words and styles of music as well as being able to sound out a four beat phrase. Children will experiment with a range of musical instruments in playful ways which enhance other forms of media (e.g. art work, storytelling and dance).	**ONGOING**					
		x				x	
15. RE and Citizenship	Children will be able to explain their basic understanding of the four main religions as well as beginning to compare similarities and differences, referencing special objects and celebrations. They will begin to look at different religious texts and prominent people within them, retelling some religious stories. Children will be able to talk about themselves in positive ways including something that makes them special and why.	**ONGOING**					
16. MFL	Children will be able to answer the register in Spanish, German and Arabic. They will be able to count to 20 in Spanish. They will be able to say some key words in Spanish	**ONGOING**					
17 Computing	Children will be able to sequence specific instructions to carry out everyday activities (brushing teeth, making a drink). They will be able to spot any problems within a simple set of instructions and explain why they will not work, identifying any problems and points at which something could go wrong (**debugging**). Children will explore programmable toys (Beebots, Probots), understanding that a set of instructions (**algorithm**) need to be created to reach an end point or goal. They will use apps on IPads (Beebot) to reinforce that one space/turn is **one command.**		X		X	X	
			X		X		
18. Enterprise, Entrepreneurism and Sustainability	Children will be able to plan with an end product in mind whilst discussing their original ideas when creating models, sculptures and pieces of artwork. Their original ideas will sometimes be as a result of a problem to be solved. They will test, evaluate and improve the suitability of their products through engaging in peer critique.				X		

Coverage of Specific Areas of Learning – Year 2

Term	Core Story / Learning Challenge
1	**Pumpkin Soup** – Where could we grow a pumpkin?
2	**Traction Man -** Can you judge a person by their clothes?
3	**Hansel & Gretel**- What should I do if I get lost?
4	**The Dragon Machine-** What has been the greatest invention in my parents' lifetime?
5	**The Smartest Giant in Town** - How can kindness change the world?
6	**The Journey** – If you were in Aaron Becker's Journey where would your journey take you?

AOL	Goal	1 Pumpkin Soup	2 Traction Man	3 Hansel & Gretel	4 The Dragon Machine	5 The Smartest Giant in Town	6 The Journey
9. Science	***Also see Year 2 Programme of Study for content coverage (Plants, Animals including humans) – Everyday Materials and Seasonal Changes feature in every unit of work** Children will be able to identify, describe, explore and compare similarities and differences between living things, their habitats and food chains; how different habitats co-exist as well as things that are dead and/or have never been alive. They understand the basic needs of animals and plants including water, food and air and demonstrate this understanding through using the outdoor provision. Through creating and constructing for a purpose, children explore and compare the use of everyday materials including beginning to evaluate their suitability for certain purposes as well as beginning to experiment how to power/ control these creations. Children continue to plan, implement and evaluate their own scientific investigations to answer cross curricula questions.				X		
		X		X			X
		X	X				X
			X		X	X	X
10. PE	Children will be able to apply their running, jumping, throwing and catching skills in a range of independent and collaborative contexts. They will participate in increasingly competitive team games ((football, hockey, tennis, dodgeball, rounders and basketball)) whilst beginning to develop simple tactics and rules. They will continue to develop their own increasingly challenging obstacle courses and circuits in order to demonstrate their agility, balance and co-ordination individually and with others whilst beginning to record their achievements over time.	**ONGOING**					
11. Geography and Community	Children will be able to identify and compare key features of different parts of Yorkshire through experiencing travelling to Leeds and a coastal town as well as understanding how other towns and cities are linked to Bradford by a range of travel routes.			X			X
	They will compare what they know to another non-European country of their own interest.				X	X	X
	They will investigate and record their findings about the school grounds and parts of Allerton including the key human and physical features of these environments. Children will apply all of this knowledge by drawing, reading and interpreting maps which include labels and basic symbols in a key.	X		X	X		
12. History	Children will be able to <u>research and find out about how their immediate environment and way of life has changed in the past sixty years</u> (i.e. their grandparent's lifetimes) including asking and answering questions and recording their findings by creating short historical recounts (see talk for writing non-fiction).		X	X	X		
	They will find out about and give opinions on great Bradfordians of the past sixty years (e.g. Members of their family, David Hockney, Zayn Malik, The Brownlee Brothers, Nafees, Kimberley Walsh, Moin Ashraf, Naveeda Ikram, Ian Clough, Dynamo), how they also aspire to be a great Bradfordian and then make predictions for how Bradford will continue to change in the future based on recent past events.			X	X		X
13. Art, Design and Technology	Children will be able to discuss their original ideas when creating models, sculptures, pieces of art and money making projects with their peers and plan with an end product in mind. Their original ideas will sometimes be as a result of a problem to be solved or demand for a product. They will test, evaluate and improve the suitability of their products in a range of ways including experimenting as well as collecting and considering a range of views from others. They will begin to publish and produce their product considering advertising, packaging and labelling.			X	X		
	-Children are working within the final step of the woodwork, small construction, box modelling, clay work and 'art and artistry' continuums and have demonstrated the range of skills and process within the Year 2 continuum including using the technical vocabulary learned.	X	X	X	X		X
	Children will be able to design, create and construct using the '<u>design thinking</u>' model to carefully plan and evaluate their work as well as beginning to collect a range of ideas and prototypes over time (sketchbooks). They will create with increasing purpose and will share their ideas through discussion and simple presentation as well as referring to and celebrating a range of familiar or local artists and designers. Children will show increasing skill and understanding of art and design techniques using colour, pattern, texture, line, shape, form and space.	X	X	X	X	X	
14. Music and Performing	Children will be able to expressively use their voices at a range of pitches, volumes and tempos by repeating and learning songs, rhymes and chants as well as making up their own. They will continue to use hands, feet and other forms of body percussion to represent different rhythms of words and styles of music as well as being able to sound out a four beat phrase. Children will play a range of musical instruments in purposeful ways which enhance other forms of media (e.g. art work, storytelling and dance).		X	X	X		
15. RE and Citizenship	Children will be able to explain their understanding of the four main religions including core beliefs and places of worship as well as beginning to compare similarities and differences. They will begin to look at different religious texts and prominent people within them and talk about why these texts and individuals are special. Children will identify at least three aspects of themselves that make them special and explain how these traits will support them in becoming a responsible member of their school community.	**ONGOING**					
16. MFL	Children will be able to answer the register in French, German, Spanish, Chinese and Arabic. They will be able to count to 20 in Spanish. They will be able to say key words and phrases in French as well as asking and answering one part questions.	**ONGOING**					
17 Computing	Using Beebots, Probots and coding Apps (Beebot, Alex App) children will be able to put to together a sequence of **commands** (single instructions) to create a **simple algorithm** (complete set of instructions) to complete a route. They will recognise and predict errors within their algorithm and be able to fix problems when they occur (usually by adding more commands or rethinking turns).	X		X	X	X	
	Children will understand this process as **debugging.** Using Scratch Junior on IPads, they will create characters which can be programmed using a simple algorithm.	X	X	X	X		
18. Enterprise, Entrepreneurism and	Children will be able to discuss their original ideas when creating models, sculptures, pieces of art and money making projects with their peers and plan with an end product in mind. Their original ideas will sometimes be as a result of a problem to be solved or demand for a product. They will test, evaluate and improve the suitability of their products in a range of ways including experimenting as well as collecting and considering a range of views from others. They will begin to publish and produce their product considering advertising, packaging and labelling.	X		X	X		X

Coverage of Specific Areas of Learning – Year 3

Term	Core Story / Learning Challenge
1	How can we tell if something is really true? *Beowulf*
2	Where would the best place be to build a metal monster? *The Iron Man*
3	Are all cities like Bradford? *King of the Sky*
4	Child labour: good or bad? *Hetty Feather*
5	How does it feel to move to a new country? *Coming To England*
6	What would the world be like with no insects? *James and the Giant Peach*

AOL	Goal	1	2	3	4	5	6
9. Science	***Also see Year 3 Programme of Study for content coverage (Plants, Animals including humans, rocks, light and forces/ magnets).** -Children will investigate, explore, enquire and talk about everyday phenomena and the relationships between living things and familiar environments. They will talk about the observations that they make and the patterns that they notice (including changes), grouping and classifying of living and non-living things and explain their scientific thinking clearly. -Children will carry out comparative and fair tests discussing why they have made decisions about the test that they are due to undertake. Children will then draw simple conclusions using some scientific words (in line with word banks and the non-fiction talk for writing continuum). When reading about a test or writing about a test that they have completed, all scientific words and vocabulary related to the unit of work will be read or spelt correctly. -Children will begin to use secondary sources of information (online, in non-fiction books or by asking an expert) to make predictions about a test that is to be undertaken. -With adult support, children will begin to report on and record their findings from enquiries by creating, written reports, simple graphs, charts, labelled diagrams and tables. With support children will use these findings to present to a small group before seeking peer critique.	X	X	X	X	X	X
		X	X	X	X	X	X
		X	X	X	X	X	X
		X	X	X	X	X	X
10. PE	Children will be able to apply their running, jumping, throwing and catching skills in a range of independent and collaborative contexts whilst ensuring that rules are followed with little support from an adult. They will participate in competitive team games (<u>football, hockey, cricket, rounders and basketball</u>) whilst talking about tactics and rules as well as offering peer critique to other children about the techniques they have learned (i.e. how to effectively 'shoot a hoop')	ON GOING					
11. Geography and Community	**Also see the Non-Negotiable Enrichment Map for Year 3** -Children will be able to identify and compare key features of different parts of the United Kingdom whilst identifying Yorkshire and different parts of Bradford within Yorkshire. Children will be able to identify, describe and discuss what they know about Shipley, Haworth and Saltaire and compare these towns to Allerton, Bradford city centre and other parts of the world. They will begin to describe key topographical features of these areas (hills, mountains, canals and rivers). They will collect samples from each area that they investigate in the form of physical samples of photographic evidence and use these samples to compare and contrast. -They will compare what they know about Bradford to another European country of their own interest. Children will apply all of the above knowledge by drawing, reading and interpreting maps which include labels and symbols in a key whilst accurately using simple compass directions (north, south, east, west) and locational/ directional language (left, right, far left, far right).						
			X		X		
				X		X	X
12. History	-Children will research and find out about the historical importance of Bradford in the last 200 years and how the history of Bradford including key historical figures has positively impacted upon modern life. Children will learn about the part that Bradford played in the Industrial Revolution and Sir Titus Salt (i.e. their grandparent's lifetimes) including asking and answering questions, recording their findings and with support being able to consider and interpret two different opinions. -Children will compare the lives and experiences of people 200 years ago to those of people now (i.e. the experience of an 8 year old at school) -Children will study another historical event in their parents' lifetimes and use this opportunity to establish a clear narrative using key language in line with the non-fiction talk for writing continuum. They will formulate questions to be answered by a real life character from history and then use the answers from these questions to talk about change. -Children will study a period of History prior to 1066. They will find out about the culture, settlements and village life for the Vikings or Anglo-Saxons				X	X	
					X		
						X	
		X					
13. Art,	-Children are working within the final step of the clay work and 'art and artistry' continuums and have demonstrated the range of skills and process within the Year 3 continuum including using the technical vocabulary learned. -They will learn about the life and work of artists within the Year 3 continuum as they learn certain related skills. They refer to the skills learned in Year 2 and in previous year groups when creating original drawings, paintings and sculptures. They will create drafts of their sketches and collect art work in a sketchbook. They will create second and sometimes third drafts of sketches and drawings after seeking peer critique.		X			X	
		X	X	X	X	X	X
		X	X	X	X	X	X
14. Design and Technology	-Children are working within the final step of the woodwork and box modelling/ moving parts continuums and have demonstrated the range of skills and process within the Year 3 continuum including using the technical vocabulary learned. -Children will take responsibility for designing, creating and constructing using the <u>'design thinking'</u> model to carefully plan and evaluate an independent project as well as projects directed to them by an adult.			X		X	X
			X	X	X		
15. Music and Performing	Children will be able to use instruments and their voices at a range of pitches, volumes and tempos with increasing accuracy, control and expression by repeating and learning songs, rhymes and chants as well as making up their own. They will begin to use music-specific vocabulary to describe what they hear/play and understand staff and other musical notations. They will begin to develop an understanding of the history of music.	X	X	X	X	X	X
		X		X		X	
15. RE and Citizenship	Children will begin to use their understanding of the five main religions, including core beliefs and places of worship and comparing similarities and differences to think about, discuss and answer enquiry based questions about these religions. They will use what they have learned about key texts, places of worship, key values and refer to further research to answer an enquiry based question. *Ensure that each unit of work has one RE enquiry based question to be answered.	X	X	X	X	X	X
16. MFL	They will be able to continue to count to 20 in Spanish. They will be able to say key words and phrases in Spanish as well as asking and answering simple one part questions that are routine based (i.e. 'Do you like potatoes?') .	X	X	X	X	X	X
17 Computing	When working with coding Apps and programmable systems (Alex), children will analyse their **algorithm** (set of instructions/ commands) and be able to identify the point at an error will occur **(debugging)**. They will be able to fix these problems before setting their program to run. Using a coding App such as Scratch, the children will be able to create simple algorithms for more than one character, resulting in a simple event taking place. They will alter **variables** (speed, distance, volume) but ensure that each algorithm works simultaneously to illustrate a simple interaction.	LEGO		X			
				X			
						X	X
18. Enterprise, Entrepreneurism and Sustainability	Children will be able to discuss their original ideas when creating models, sculptures, pieces of art and money making projects with their peers and plan with an end product in mind. Their original ideas will often be as a result of a problem to be solved or demand for a product. They will test, evaluate and improve the suitability of their products in a range of ways including experimenting as well as collecting and using peer critique as a means of improving their product They will begin to publish and produce their product considering advertising, packaging and labelling with a target audience in mind.		X	X	X		X
				X	X		X

Coverage of Specific Areas of Learning – Year 4

Term	Core Story / Learning Challenge
1	Charlie and the Chocolate Factory- **Life without chocolate: what would it be like?**
2	Alice In Wonderland- **Can you organise chaos?**
3	Julius Caesar- **What did the Romans do for us?**
4	The Railway Children- **What if railways had never been invented?**
5	Demon Dentist- **Are we what we eat?**
6	Stig of the Dump- **Could Year 4 have survived the Stone Age?**

AOL	Goal	1	2	3	4	5	6
9. Science	***Also see Year 3/4 Programme of Study for content coverage (Light (Y3), Electricty, States of Matter, Sound, Animals & Humans, Living things & habitats** -Children will carry out comparative and fair tests discussing why they have made decisions about the test that they are due to undertake. -Children will then record their findings using scientific language, drawings, labelled diagrams and charts and tables. When reading about a test or writing about a test that they have completed, all scientific words and vocabulary related to the unit of work will be read or spelt correctly. -Children will begin to use secondary sources of information (online, in non-fiction books or by asking an expert) to make predictions about a test that is to be undertaken. -Children will make careful and accurate observations using a range of equipment to take measurements (using standard units) -Children will report findings to the rest of the class, presenting results and conclusions to justify their opinions/finding						
		These skills will be developed on a half termly basis. Each Science unit must include an experiment or investigate under adult direction. Children will then have the opportunity to refine these skills independently when working in provision.					
10. PE	Children will further develop their balance, coordination and control and learn about the importance of precise movements when performing a sequence of actions. They will participate in competitive team games (football, hockey, tennis, dodgeball, rounders and basketball) whilst talking about tactics and rules as well as offering peer critique to other children about the techniques they have learned (i.e. how to get into positions of advantage). They will refine their athletic performance and engage in competitive events. The children will continue to apply the concept of peer and self-critique to ensure that their performance improves with effort over time.	X	X				
				X	X		
						X	X
11. Geography and Community	-Children will compare the human and physical geography of the UK with those of a region in South America. They will develop their locational knowledge by identifying key countries and major cities within these regions. - Children will continue to use maps, atlases, globes and computer mapping to locate the countries they are studying. -Children will use fieldwork to observe, measure and record the human and physical features in a local area of Bradford (Oxenhope- train line/ Ilkley- residential?). They will use this knowledge to make informed opinions about the use of land within this area- comparing to Allerton. - Children will investigate the origins of different products and be able to offer suggestions as to why we need trade links with the wider world. -Children will learn about the water cycle and be able to discuss why some places are wetter than others.	X					
		X	X			X	
					X		
		X				X	
		X	X				
12. History	- Children will study a key aspect of British history from beyond 1066. They will research and find out about the first railways and the impact that these had on modern day Britain. They will hypothesise about transport changes in the future, based on their studies of the changes that have occurred in the last 200 years. - Children will learn about life throughout the Stone Age. They will experience living in a 'hunter/gatherer' type community and compare earliest life in Britain with the present. They will develop their understanding of how historians find out about life so long ago and construct informed responses after evaluating sources of evidence. - Children will study the Roman Empire and its impact on Britain. Drawing on their work from Vikings, they will look at historical sources and decide whether their invasion was a positive or negative event for Britain. They will visit a local Roman site and further develop their understanding of different sources and how historians know so much about the past. -Children will develop their knowledge of authors and artists from past and present and discuss the difference in styles.				X		
							X
				X			
			X	X			
13. Art,	-Children demonstrate the skills and techniques listed on the Y4 painting, sketching and clay continuum. -They will learn about the life and work of artists within the Year 4 guidance and replicate the skills and techniques to create a unique product. -They refer to the skills learned in Year 3 and in previous year groups when creating original drawings, paintings and sculptures. -They will create drafts of their sketches and collect art work in a sketchbook. They will create second and sometimes third drafts of sketches and drawings after seeking peer critique.	X	X	X	X	X	X
		X	X	X	X	X	X
		X	X	X	X	X	X
14. Design and Technology	-Children are working within the final step of the woodwork continuums and have demonstrated the range of skills and process within the Year 3 continuum including using the technical vocabulary learned. -Children will take responsibility for designing, creating and constructing using the 'design thinking' model to carefully plan and evaluate an independent project as well as projects directed to them by an adult. They will select and use appropriate materials to create their product, justifying their reasons for suitability and chosen techniques. -Children will develop their knowledge of cooking and nutrition, preparing and cooking using a range of cooking techniques			X			
		X			X		X
		X	X			X	
15. Music and Performing	-Children will be able to use instruments and their voices at a range of pitches, volumes and tempos with increasing accuracy, control and expression by repeating and learning songs, rhymes and chants as well as making up their own. -They will begin to use music-specific vocabulary to describe what they hear/play and understand staff and other musical notations. -They will begin to develop an understanding and appreciation of music from different historical periods, genres, styles and traditions	X	X			X	X
				X	X		
		X	X	X	X	X	X
15. RE and Citizenship	-Children will continue to develop their understanding of the five main religious groups within Bradford and the different beliefs that they hold about God. -They will develop their understanding about what is 'sacred' to people of different faiths through exploring sacred books, holy places and beliefs about creation. - Children will deepen their understanding of how different faiths express their beliefs through worship, commitment and following rules. ***All units will enquiry based and led by an over-arching question***	X	X				
				X	X		
						X	X
16. MFL	-Through songs, rhymes and stories, children will continue to develop their vocabulary in Spanish, learning names of colours, countries, numbers, days of the week and everyday objects. -They will begin to put simple sentences together to greet others or communicate simple wants and needs.	X	X	X			
					X	X	X
17 Computing	-Children will refine their presentation skills, using different tools within Word , Powerpoint or Apps such as Piccollage/ Book Creator to communicate information to a target audience. -When working with coding Apps and programmable systems (such asAlex), children will analyse their **algorithm** (set of instructions/ commands) and be able to identify the point at an error will occur **(debugging)**. They will be able to fix these problems before setting their program to run. -Using a coding App such as Scratch, the children will be able to create simple algorithms for more than one character, resulting in a simple event taking place. -Children will continue to develop their understanding of ESafety and know what do if they feel that online activity is inappropriate.	X	X	X	X	X	X
				X	X		
						X	X
		X	X	X	X	X	X
18. Enterprise, Entrepreneurism and Sustainability	Children will be able to discuss their original ideas when creating models, sculptures, pieces of art and money making projects with their peers and plan with an end product in mind. Their original ideas will often be as a result of a problem to be solved or demand for a product. They will test, evaluate and improve the suitability of their products in a range of ways including experimenting as well as collecting and using peer critique as a means of improving their product They will begin to publish and produce their product considering advertising, packaging and labelling with a target audience in mind.	X	X		X		
		X		X	X	X	X

Term	Core Story / Learning Challenge
1	Cosmic by Frank Cottrell Boyce *Should children be allowed to travel to space?*
2	Prince Caspian by C.S. Lewis
3	Wonder by R.J. Palacio *Is New York really the greatest city in the world?*
4	Who Let The Gods Out? By Maz Evans *What have the ancient Greeks left behind?*
5	Clockwork by Philip Pullman *Technology: good or bad?*
6	The Lantern Bearers by Rosemary Sutcliff *Did Britain really need the Romans?*

AOL	Goal	1	2	3	4	5	6
9. Science	***Also see Year 5 Programme of Study for content coverage Properties and Changes of Materials, Living Things and Habitats, Animals including Humans,Forces, Earth and Space** -Children will carry out comparative and fair tests discussing why they have made decisions about the test that they are due to undertake. -Children will then record their findings using scientific language, drawings, labelled diagrams and charts and tables. When reading about a test or writing about a test that they have completed, all scientific words and vocabulary related to the unit of work will be read or spelt correctly. -Children will begin to use secondary sources of information (online, in non-fiction books or by asking an expert) to make predictions about a test that is to be undertaken. -Children will make careful and accurate observations using a range of equipment to take measurements (using standard units) -Children will report findings to the rest of the class, presenting results and conclusions to justify their opinions/finding	**These skills will be developed on a half termly basis. Each Science unit must include an experiment or investigate under adult direction. Children will then have the opportunity to refine these skills independently when working in provision.**					
10. PE	Children will further develop their balance, coordination and control and learn about the importance of precise movements when performing a sequence of actions. They will participate in competitive team games (<u>football, hockey, tennis, dodgeball, rounders and basketball</u>) whilst talking about tactics and rules as well as offering peer critique to other children about the techniques they have learned (i.e. how to get into positions of advantage). They will refine their athletic performance and engage in competitive events. The children will continue to apply the concept of peer and self-critique to ensure that their performance improves with effort over time.						
11. Geography and Community	Children will locate the world's countries, using maps to focus on Europe (Greece) and North America (Cape Canaveral & New York), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	x		x	x		
	Children will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	x		x	x		
	Children will understand geographical similarities and differences through the study of **human** geography of a region of the United Kingdom (Bradford), a region in a European country (Athens, Greece), and a region within North America (New York)			x	x		
	Children will describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		x	x	x		
	Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			x	x		x
	Children will use the eight points of a compass, four and six-figure grid references,		x	x	x		x
12. History	Britain's settlement by Anglo-Saxons and Scots Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne						x
	Ancient Greece – a study of Greek life and achievements and their influence on the western world the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day				x		
	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Normans, industrial revolution and development of technology)	x	x			x	
13. Art,	-Children demonstrate the skills and techniques listed on the Y5 painting, sketching and clay continuum. -They will learn about the life and work of artists within the Year 5 guidance and replicate the skills and techniques to create a unique product.	x	x	x	x	x	x
	-They refer to the skills learned in Year 4 and in previous year groups when creating original drawings, paintings and sculptures.	x	x	x	x	x	x
	-They will create drafts of their sketches and collect art work in a sketchbook. They will create second and sometimes third drafts of sketches and drawings after seeking peer critique.	x	x	x	x	x	x
14. Design and Technology	-Children are working within the year 5 step of the woodwork and moving parts continuums and have demonstrated the range of skills and process within the Year 4 continuum including using the technical vocabulary learned. -Children will take responsibility for designing, creating and constructing using the '<u>design thinking</u>' model to carefully plan and evaluate an independent project as well as projects directed to them by an adult. They will select and use appropriate materials to create their product, justifying their reasons for suitability and chosen techniques.	x	x	x	x	x	x
	- Children will investigate and analyse a range of existing products - Children will understand how key events and individuals in design and technology have helped shape the world	x	x	x	x	x	X
	-Children will develop their knowledge of cooking and nutrition, preparing and cooking savoury foods using a range of cooking techniques - Children will understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		x		x		x
15. Music and Performing	-Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -Children will improvise and compose music for a range of purposes using the inter-related dimensions of music -They will continue to develop an understanding and appreciation of music from different historical periods, genres, styles and traditions	**ONGOING**					
15. RE and Citizenship	-Children will continue to develop their understanding of the five main religious groups within Bradford and the different beliefs that they hold about God. -They will develop their understanding about what is 'sacred' to people of different faiths through exploring following rules, holy places and beliefs about creation. - Children will deepen their understanding of how different faiths express their beliefs through worship, commitment and religious stories. ***All units will enquiry based and led by an over-arching question***	**ONGOING**					
16. MFL	-Children will speak in sentences, using familiar vocabulary, phrases and basic language structures -Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	**ONGOING**					
17 Computing	-Children will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content -Children will 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 -Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems -Children will use sequence, selection, and repetition in programs -Children will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	**ONGOING- see separate IT schemes of work for specific weekly teaching**					
18. Enterprise, Entrepreneurism and Sustainability	Children will be able to discuss their original ideas when creating models, sculptures, pieces of art and money making projects with their peers and plan with an end product in mind. Their original ideas will be as a result of a problem to be solved or demand for a product. They will learn about and take inspiration from real-life entrepreneurs and will plan, test and evaluate an original product based on prior learning. They will use peer critique to evaluate and improve the suitability of their product. They will publish and produce their product considering advertising, packaging, labelling and market research.						