The King's C of E Primary Academy

Curriculum

Living Well Together

The King's Curriculum

Our Curriculum 3

English 4

- Social Communication 6
- Speaking & Listening 7
- Reading - Fluency 8
- Reading - Responding, Understanding & Performing 9
- Composition 10
- Spelling 11
- Handwriting & Punctuation 12

Mathematics 13

- Understanding number 15
- Addition & Subtraction 16
- Multiplication & Division 17
- Fractions 18
- Measurement 19
- Time 20
- Shape, Position & Direction 21
- Statistics 22

Religious Education 23

- Understanding Christianity 25
- Understanding World Faiths & Beliefs 26
- Worship & Scared Places 27

Science 28

- Animals 30
- Materials & Matter 31
- Nature 32
- Earth & Space 33
- Energy & Forces 34
- Habitats 35
- Species Identification 36
- Scientific Working 37

Computing 38

- E-Safety 40
- Computing Literacy 41
- Coding 42
- Data Handling 43
- Digital Art 44
- Creativity 45

History 46

- Chronology 48
- Evidence 49
- Significance 50
- Diversity 51
- Cause & Consequence 52
- Change & Continuity 53

Geography 54

- Place 56
- Sustainability 56
- Fieldwork & Mapping 59
- Physical & Human 60

Music 61

- Composition 63
- Appreciation 64

Art 65

- Proficiency—drawing & painting 67
- Proficiency—cutting, printing & sculpture 68
- Creativity 69
- Evaluation 70

Design Technology 71

- Design & Develop 73
- Implementation 74
- Evaluation 75

Physical Education 76

- Fitness 78
- Competition 79
- Resilience 80
- Dance 81
- Strike & Field 82
- Gymnastics 83
- Invasion Games 84
- Net & Wall 85
- Athletics 86
- Agility, Co-ordination & Response 87
- Swimming 88

French 89

- Listening & Speaking 91
- Reading & Writing 92
- Rules 93
- Culture 94

RSHE/PSHE 95

- Staying Healthy 97
- Healthy Relationships 98
- Sex Education 99
- Get HeartSmart 100
- Don't Forget To Let Love In 101
- Too Much Selfie Isn't Healthy 102
- Don't Hold On To What's Wrong 103
- Fake Is a Mistake 104
- 'No Way Through' Isn't True 105

At The King's, we regard the provision of a safe, supportive and nurturing environment, rooted in an inclusive and aspirational curriculum, to be one way of expressing the Christian ethos of our school.

We have developed a broad and balanced curriculum for children, that is tailored to the individual needs of our academy, being rooted in the children's lives and the community in which they live. It helps them to value their heritage and gives them the tools to begin thinking about their role in the community's regeneration. We give priority to the national and international dimensions of the curriculum, particularly important in a predominantly white British culture. This enables children to develop a growing understanding of different cultures, traditions and faiths. We are mindful of the disadvantages and vulnerabilities faced by many of our children and try to enrich their learning as creatively as possible, maintaining high expectations of what every child can achieve. Our aim is to eradicate negative stereotypes and to remove barriers to success in an area of low social mobility.

Children's spiritual development is nurtured through a curriculum that offers independence and choice. A strong pedagogy based on child-centered learning means they can develop their imaginations and creativity in a wide variety of ways. Religious Education lessons and meaningful, daily Collective Worship times are important tools in enabling children to explore and express their spirituality.

Children learn about different cultures and faiths in many different ways. Visits and visitors, including musicians, artists and religious leaders, enhance learning. An annual residential visit for all year groups, allows children to experience an environment that is completely different from the community in which they live. A wide range of extra-curricular clubs and activities enhance the curriculum and enable children to explore new skills and to enjoy and develop their God-given talents.

Early literacy and numeracy skills are prioritised so that children have a strong foundation for later learning. We are determined that all children have the necessary vocabulary, listening and communication skills, to be able to play a full and active role in society. Reading and mathematical knowledge, skills and understanding are systematically built on a strong pedagogy rooted in child development. We are determined that children will leave our school as lifelong readers, with a passion for literature.

We want all children to be healthy and achieve at school and in life. We believe that by providing opportunities for enhancing physical and emotional health and well-being, we will improve long-term health, reduce health inequalities, increase social inclusion and raise achievement for all.

Parents and carers are essential partners; their knowledge of their children informs our curriculum planning and design. We encourage their active participation in all aspects of their children's development and value the skills and talents they so willingly offer.

We aspire for all our children to leave our school with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

English

English

The ability to communicate is a fundamental part of life. Developing literacy skills (speaking, listening, understanding, reading and writing) enables children to play a positive and active role in their communities. Equipped with these skills, they can find meaning and participate fully in life's rich opportunities, developing self confidence, well-being and the ability to form positive relationships.

Our English curriculum is at the centre of all our practice. In the early years, our focus is on oral language development and comprehension. We aim to develop children's understanding of language and their spoken vocabulary through real-life, meaningful experiences. We know that those who develop a strong oral language skills in the early years will learn to read well. As children develop, we ensure that high quality shared and guided activities continue to accelerate their progress, especially those entitled to the Pupil Premium and those in need of SEND support.

We consider reading to be a crucial aspect of our curriculum and we aim to instil a love for reading that will remain with our children throughout their lives. We want to equip children with the skills and knowledge necessary for reading through discussion, a systematic teaching approach and regular exposure to high quality literature.

It is our intention that through our English curriculum, our children will have opportunities to develop spiritually, culturally, emotionally, intellectually and socially. Through our nurturing approach and positive relationships, we hope that children will develop their skills in a safe environment, developing the confidence to become successful language users.

James 1: 19-20 '

'Everyone should be quick to listen, slow to speak and slow to become angry.'

Year 6

- **know how to** convey messages efficiently and effectively whilst being receptive and responsive to others' inputs.
- **know how to** remain assertive and respectful if they disagree with others
- **develop** a personal style of communication which includes inflections in speech, consideration of body posture, ad may including humour, personal stories or other

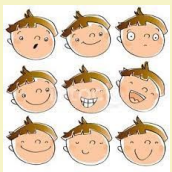
Year 5

- **be able to** initiate a conversation with a special visitor in a confident manner
- **use** language appropriately in differing contexts—speaking to an audience, chatting to friends, addressing an unknown person
- **consider** body language, eye contact and facial expressions in all conversations

Year 4

- **know that** when listening, it is important to ask pertinent questions that show an interest
- **understand** the point of view of others and show that they agree or disagree, justifying answers, arguments and opinions
- **understand** the true value of paying a compliment to someone, appreciating how this helps the other person to feel comfortable in the conversation
- **know how to** use social niceties (e.g. holding a door open for someone and saying 'after you')

Year 3



- **use language** to predict, hypothesise, speculate, imagine and explore ideas
- **know** how to focus on one topic of conversation for longer periods of time with adults and peers
- **know that** our facial expressions and body convey meaning as well as our words
- **know how to** express a different opinion respectfully

Year 2

- **know** how to listen actively, building on the responses of others
- **know** how to keep a conversation going by giving reasons for what they say, explaining choices or expressing feelings
- **understand** how to start conversations with unfamiliar adults and children
- **know** how to join in group conversations

Year 1

- **listen attentively** and make relevant responses
- **ask questions** to extend their understanding
- **know** how to use language to make and keep friends
- **know** how to use the appropriate language in a one-to-one social situation and in front of larger groups
- **know how** to adjust volume according to social context

EYFS

- **understand** when and why to listen carefully
- **know** how to look at people when talking and listening to them
- **communicate** their ideas and thoughts in well-formed sentences
- **know** when and how to use social phrases and phrases that express good manners (e.g. **'good morning' 'please' 'thank you'**)

Social Communication

Year 6

- **know how to** gain, maintain and monitor the interest of the listener(s)
- **know how to** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **know how to s**peak audibly and fluently with a strong command of Standard English

Year 5

- **know how to** select and use appropriate registers for effective communication
- **know how to** articulate and justify answers, arguments and opinions
- **be able to** participate in discussions, presentations, performances, role play, improvisations and debates confidently

Year 4

- **be able to** stay on topic and initiate and respond to comments
- **know how to u**se spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **know how to** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **know how to s**peak audibly and fluently with an increasing command of Standard English

Year 3

- **know how to** listen and respond appropriately to adults & peers
- **know how to** participate in discussions, presentations, performances, role play, improvisations and debates
- **know how to** use relevant strategies to build their vocabulary
- **know how to** ask relevant questions to extend their understanding and knowledge
- **know how to** maintain attention and participate actively in collaborative conversations, responding to comments well.
- **know how to** speak audibly and fluently with a developing command of Standard English

Year 2

- **know how to** use longer sentences, some of which are complex sentences
- **know how to** speak audibly and fluently, with an increasing command of Standard English
- **know how to** use comparative vocabulary ('it was earlier than yesterday')
- **know how to** give a presentation or performance, maintaining the interest of the listeners
- **know how to** follow multi-step instructions
- **know how to** to make predictions, justify decisions, provide solutions and give explanation

Year 1

- **understand** they need to **speak clearly and loudly** enough to communicate meaningfully
- **participate** in **performances** involving role-play and drama, showing imagination
- **know** how to make up stories with a **beginning, middle** and **end**
- **understand** how to give and follow **instructions** containing two parts
- **know** how to use language for different purposes such as asking **questions (how and why)** or **persuading**

EYFS

- **understand** a question or an instruction that has more than two parts and answer or follow it
- **listen** with interest to different types of text (**poetry, fiction and non-fiction),** building familiarity and understanding
- **listen** carefully to rhymes and songs, paying attention to how they sound
- **connect ideas** using a range of connectives (e.g. **because, but, that**), showing understanding
- **describe** events in some detail (e.g. using some sequencing words such as **then, after that**

Speaking and Listening

Reading

Fluency

Year 6

- **identify and discuss** themes and conventions in and across a wide range of writing
- **learn** a further two poems by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Year 5

- **become increasingly familiar** with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- **learn** a further two poems by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Year 4

- **be able to** read all Year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- **be able to** apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet
- **increase their familiarity** with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- **prepare** three more poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

Year 3

- **be able to** apply their emerging knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet
- **be able to** read many Year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- **prepare** at least three poems by heart perform a play script , showing understanding through intonation, tone, volume and action

Year 2

- **be able to** apply phonic decoding until automatic and reading is fluent
- **know how to** re-read books to build up fluency and confidence in word reading
- **know how to** pay attention to punctuation to read with appropriate expression
- **read accurately** by blending, including alternative sounds for graphemes
- **be able to** read Year 2 common exception words, noting unusual correspondences
- **be able to** read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically
- **be able to** read most words quickly & accurately without overt sounding and blending

Year 1

- **be able to** read aloud phonically-decodable texts
- **know how to** re-read books to build fluency and confidence
- **be able to** speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes
- **be able to** read Year 1 common exception words noting unusual correspondences between spelling and sound
- **be able to** read polysyllabic words containing taught GPC
- **be able to** read accurately by blending taught GPCs
- **develop** some fluency and expression, pausing at full stops

EYFS

- **be able to** identify the taught GPCs (the sounds that the letters make) including some digraphs
- **blend** the taught sounds to read CVC, CVCC and CCVC words.
- **read** some taught common exception/ high frequency and familiar words.
- **read** sentences made up of words with taught sounds and common exception words

Reading

Responding, Understanding and Performing

Year 6

read fluently books that are structured in different ways and read for a range of purposes

confidently make comparisons within and across books

identify how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language and consider the impact on the reader

Year 5

- **read** and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **begin to make** comparisons within and across books
- **confidently** use dictionaries to check the meaning of words that they have read
- **check** that the book makes sense to them, discuss their understanding and explore the meaning of words in context
- **ask** questions to improve their understanding

Year 4

- **know how to** use dictionaries to check the meaning of words that they have read
- **identify** morals and messages in a story
- **identify** main ideas drawn from more than one paragraph and summarise these
- **justify** inferences with evidence
- **participate** in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say

Year 3

- read books that are structured in different ways and reading for a range of purposes
- identify themes and conventions in a wide range of books
- use dictionaries to check the meaning of words that they have read
- check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
- identify how language, structure, and presentation contribute to meaning
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions

Year 2

- **listen to, discuss and express** views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- **become increasingly familiar** with and retell a wider range of stories, fairy stories and traditional tales recognise simple recurring literary language in stories and poetry
- **continue to build up** a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear
- **make inferences** on the basis of what is being said and done answer and ask questions
- **predict** what might happen on the basis of what has been read so far

Year 1

- **be able to** read simple sentences and understand the meaning, checking that the text makes sense to them as they read, correcting inaccurate reading
- **listen to** and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, joining in with predicatable phrases
- **become** very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- **learn to** appreciate rhymes and poems, and to recite at least three by heart
- **discuss** word meanings and link new meanings to words already known

EYFS

- **be able to** listen attentively, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events
- **know how to** use non-fiction books to develop new knowledge and vocabulary
- **know how to** talk about elements of a topic using newly introduced vocabulary
- **begin to** interpret stories, rhymes and poetry; making suggestions for actions and events
- **know how to** talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words
- **understand** how to listen carefully

Year 6

- **be able to** write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- **be able to** escribe settings, characters and atmosphere in narratives
- **be able to** integrate dialogue in narratives to convey character and advance the action
- **be able to** select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately degrees of possibility)

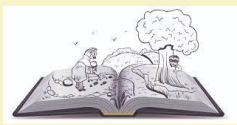
Year 5

- **know how to** write effectively for a range of purposes and audiences
- **know how to** describe settings, characters and atmosphere
- **know how to** integrate dialogue in narratives to convey character and advance the action
- **know how to u**se more complex grammatical structures (eg: contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- **know how to** use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, etc)
- use verb tenses consistently and correctly throughout their writing

Year 4

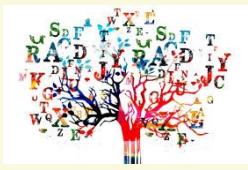
- **know how to** proof read and correct work to ensure there is a mixture of grammatically accurate simple and compound sentences
- **know how to e**xtend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.
- **know how to u**se a wide and varied range of sentence openings, including fronted adverbials with commas.
- **know that** the choice of tense must be consistent and accurate and the choice of pronoun across sentences adds clarity
- **know how to** create more detailed settings and characters using adverbs, adjectives and powerful verbs

Year 3



- **know how to w**rite effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- **know how to** make simple additions, revisions and proof-reading corrections to their own
- **begin** to organise writing into distinct sections, sometimes using paragraphs
- **know how to** use some organisational devices such as headings and subheadings in non-narratives,
- **know how to u**se a variety of sentence openers, noun phrases and adventurous adjectives and adverbs to add detail to their writing

Year 2



- **be able to** write simple, coherent narratives about personal experiences and those of others (real or fictional)
- **use** co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- **be able to** write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- **be able to** make simple additions, revisions and proof-reading corrections to their own writing
- **know how to use** adverbs and adjectives to add detail to writing
- **be able to** use skeletons and 'washing line' prompts to plan instructions and simple recounts

Year 1

- **know how to** sequencing sentences to form short narratives
- **know how to** compose a sentence orally before writing it and re-reading what they have written to check that it makes sense
- **know how to** use pictures to sequence an event or story to aid retelling
- **know how to use** simple adjectives to add detail to writing

EYFS

- **know how to** write simple sentences which can be read by themselves and others
- **know how to** write a simple label or caption
- **know how to** say a sentence and count the number of words needed to write it
- **know how to** use picture prompts and props to retell a story or event

Composition

Spelling

Year 6

- **know how to** spell correctly most words from the year 5 / year 6 spelling list
- **know how to** use a dictionary efficiently to check the spelling of uncommon or more ambitious vocabulary

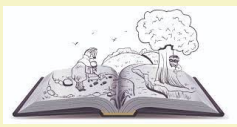
Year 5

- **know how to** spell correctly some words from the year 5 / year 6 spelling list
- **know how to** use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Year 4

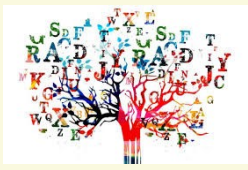
- **know how to** use prefixes and suffixes and understand how to add them to root words
- **know how to** spell words from Year 3/4 spellings accurately most of the time
- **know how to** always choose the correct Y3/4 homophone
- **know how to** use the first 2 or 3 letters of a word to check its spelling in a dictionary

Year 3



- **know how to** use a or an correctly
- **know how to** spell many Y3/4 common exception words correctly
- **know that** some words are homophones and begin to select the correct ones when writing
- **Understand** that a dictionary can be used to check the meaning and spelling of a word and begin to use

Year 2



- **know how to** segment spoken words into phonemes and represent these by graphemes,
- **know how to** use suffixes –ment, –ness, –ful, –less, –ly confidently
- **know how to** spell Y1 and Y2 common exception words

Year 1

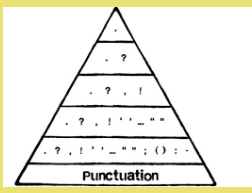
- **know how to** spell most year 1 common exception words
- **know how to** segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- **know how to** use –ing, -ed, -er, est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- **know how to** add –s or –es as the plural maker

EYFS

- **know how to** segment cvc words and apply phonetical knowledge to spell longer words using Fred Talk
- **know how to** write familiar names from memory
- **know how** to spell own name in full
- **know how to** spell tricky words I, the, a, ….

Handwriting and Punctuation

Year 6



- **know how to** use the full range of punctuation taught at key stage 2 correctly
- **be able to** maintain legibility in joined handwriting when writing at speed.

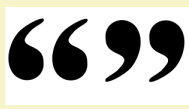
Year 5

- **know how to** use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas. semi-colons, dashes, colons, hyphens, etc)
- **know how to** maintain legibility in joined handwriting when writing longer pieces

Year 4

- **know how to** place the possessive apostrophe accurately
- **know how to** write in a legible, consistent and neat style that is usually joined
- **know how to** use capital letters, full stops, question marks and exclamation marks accurately
- **know how to** use inverted commas and other punctuation to indicate direct speech

Year 3



- **know how to** use punctuation to mark sentences accurately – capital letters, full stops, exclamation marks, question marks.
- **know how to** use capital letters for proper nouns
- **know how to** use commas to separate items in a list and use commas to mark some phrases and clauses
- **know how to** use inverted commas to demarcate speech
- **know how to** use the diagonal and horizontal strokes needed to join some letters, joining some words confidently

Year 2

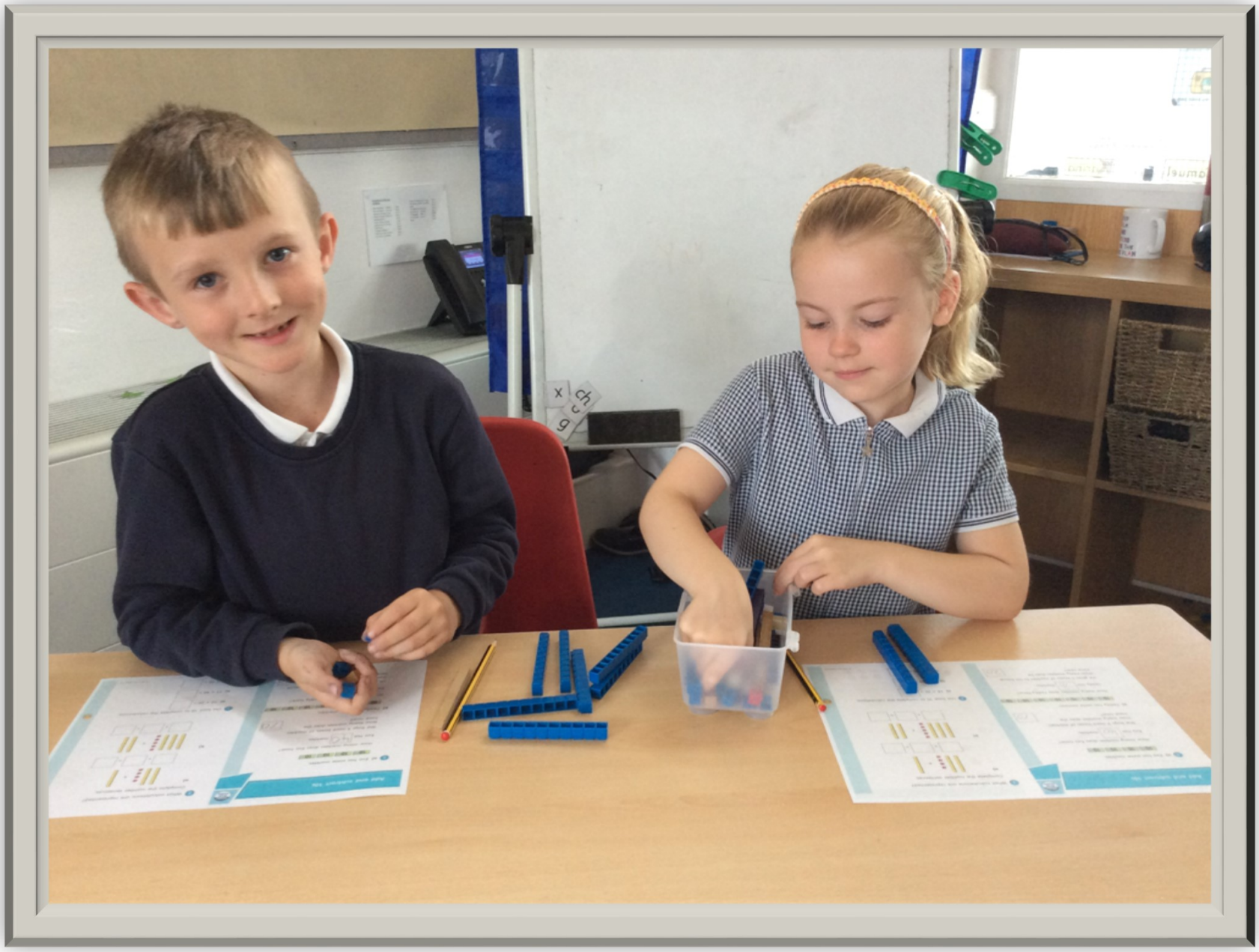
- **know how to** demarcate most sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required
- **know how to** form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters, spacing words appropriately
- **know how to** use diagonal joins in preparation for joining
- use spacing between words that reflects the size of the letters

Year 1

- **know how to** form most lower-case and capital letters in the correct direction, starting and finishing in the right place
- **know how to** leave spaces between words
- **understand** which letters are descenders, which letters are ascenders and know how to proportion all letters
- **know how to** begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- **know how to** hold a pencil correctly and sit comfortably

EYFS

- **understand** when to use a full-stop
- **know that** sentences start with a capital letter
- **know that** names have capital letters at the beginning
- **know how to** form most lower-case letters in the correct direction, starting and finishing in the right place
- **know how to** hold a pencil correctly and sit correctly when writing



Mathematics

Mathematics

Mathematics is a key part of everyday life. From the moment we wake up, we need to be able to tackle problems, be fluent with numbers and understand spatial awareness. We believe that children who view themselves as mathematicians will be able to function independently in the world. Research shows that children's chances of success are maximized if they develop deep and lasting understanding of mathematical procedures and concepts.

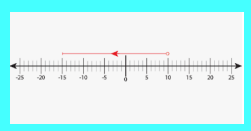
Mathematics plays a central part to our school day as a prioritised element in our timetable and continuous provision. We aim to facilitate a real love of numbers, geometry and calculations and provide children with opportunities to 'master number'. Application of facts in different contexts allows the working memory to think creatively to solve problems. Through praise, we create a culture in which every child develops the self-belief to master mathematics and the resilience to solve problems.

Careful planning based on children's individual needs allows them to master small steps, creating a deep understanding of mathematics. We encourage the children to use concrete apparatus and their own pictorial representations to show their mathematical thinking particularly when problem solving. We teach our children to build endurance, develop language skills and foster a curiosity and passion for mathematics.

Luke 14: 28

"For which of you, desiring to build a tower, does not first sit down and count the cost, whether he has enough to complete it?"

Year 6



- **be able to** round any number to the nearest 10, 100 and 1,000
- **be able to** compare, order and represent any number
- **be able to** sequence positive and negative numbers on number lines with differing intervals
- **be able to** calculate ratio and use the ratio symbol confidently
- **be able to** use and calculate scale factors
- **be able to** solve ratio and proportion problems
- Be able to multiple and divide decimals (to 3 decimal places) by integers

Year 5

- **be able to** compare, order and represent numbers to 1 million
- **be able to** count in 1,000s, 10,000s and 100,000s
- **be able to** round numbers to one million
- **be able to** place numbers on a number line with differing interval gaps
- **be able to** place negative numbers on a number line with differing interval gaps
- **be able to** solve calculations using roman numerals
-

Year 4

- **be able to** compare, order and represent numbers to 10,000
- **be able to** position missing numbers up to 10,000 on number lines
- **be able to** use a place value chart for for numbers up to 10,000
- **be able to** count in 25s
- **be able to** round to the nearest 1,000
- **understand that** numbers go past zero and are called negative numbers
- **be able to** translate and represent roman numerals LCVXI

Year 3

- **be able to** compare, order and represent numbers to 1000
- **be able to** use a place value chart for hundreds, tens and ones
- **be able to** compare, order and represent numbers to 1000
- **be able to** count confidently in 10s, 50s and 100s to 1000
- **be able to** round to the nearest ten and the nearest hundred

Year 2

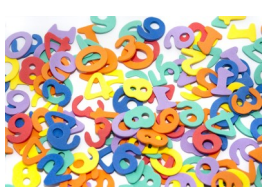
- **be able to** read and write numbers to 100 in numerals and words
- **be able to** use a place value chart for tens and ones
- **be able to** represent tens and ones with a part-whole model
- **be able to** compare, order and represent numbers to 100, placing them on a 100 square
- **be able to** sort numbers into odd and even numbers

Year 1

- **know how to** count forwards and backwards to 100 in ones
- **know how to** count forwards and backwards to 100 in tens, twos and fives
- **be able to** read and write numbers to 100
- **be able to** compare numbers to 100—more than. Less than, one more than, one less than, etc
- **be able to** place numbers in ascending and descending order and place numbers to 20 on a number line

EYFS

- **know** number names, to ten initially then crossing boundary 19/20 and beyond
- **be able to** count things of different sizes, tagging each object with consecutive number words, knowing that the number does not change when items are rearranged
- **be able to** count things that cannot be seen such as word, actions, sounds
- **be able to** match numerals to amounts counted and begin to write these independently
- **be able to** subitise, recognise small quantities without needing to count them all



Understanding Number

Year 6

- **be able to** apply column method confidently to solve addition and subtraction multi-step problems
- **be able to a**dd and subtract decimal numbers confidently
- **develop further** the ability to round and approximate answers
- **develop further the** use of inverse operations to check answers
- **use** algebraic rules to solve calculations in one-step and two-step equations

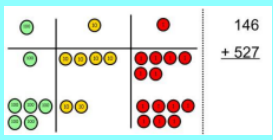
Year 5

42,753 + 121,555

156,788 - 84,445

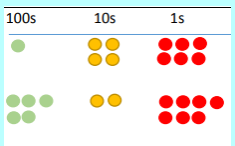
- **be able to** add whole numbers with more than 4 digits (column method)
- **be able to** round and approximate answers
- **be able to** use inverse operations confidently to check answers
- **be able to** use calculations methods to solve multi-step addition and subtraction problems

Year 4



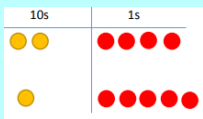
- **be able to** add two 4-digit numbers with more than one exchange
- b**e able to** subtract two 4-digit numbers with more than one exchange
- **develop** efficient methods for calculations
- **be able to** estimate confidently
- **understand how to** use the inverse to check answers

Year 3



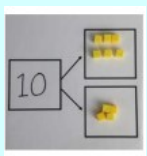
- **be able to** add and subtract multiples of 100
- **be able to** add 3-digit numbers (crossing and not crossing ten)
- **be able to** add 3-digit numbers using the exchange method
- **be able to** estimate answers to calculations

Year 2



- **be able to** add and subtract 1s and 10s
- **have** rapid recall of bonds to 100 (tens and ones)
- **be able to** add two 2-digit numbers (crossing and not crossing tens)
- **be able to** subtract a 2-digit number form a 2-digit number (crossing and not crossing tens)
- **use** a number line confidently to solve addition and subtraction calculations, making use of bond facts to make jumps efficient
- **use** a bar and a part-whole method to solve additions/subtractions
- **be able to** add three 1-digit numbers

Year 1



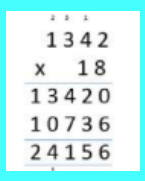
- **be able to** use the part-whole model with images and objects
- **be able to** use part-whole model with integers
- **be able to** recognise and use the addition and subtraction symbols
- **have** rapid recall of number bonds to 10 and recognise the patterns for larger number bonds
- **be able to** use a number line to add two single digits
- **be able to** subtract a single digit from a single or two digit number using a number line
- **know how to** find the difference between two numbers
- **know how to** find the total between two numbers

EYFS

- **be able to** compare quantities up to 10, recognizing when one quantity is greater than, less than or the same as
- **be able to** automatically recall number bonds up to 5.
- **be able to** double 1, 2, 3, 4 and 5

Addition and Subtraction

Year 6



- **be able to** multiply a 4-digit number by a 2-digit number
- **be able to** solve long divisions with remainders
- **be able to** calculate the radius diameter and the circumference of a circle
- **develop** appropriate mental skills for solving calculations rapidly, reasoning from known facts
- **be able to** find prime numbers up to 100
- **be able to** solve division using factors
- **be able to** solve calculations when brackets alter the order of the operations

Year 5

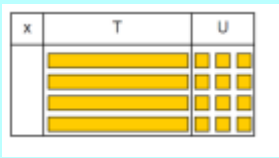
- **be able to** find common multiples
- **be able to** find factors and common factors of numbers - numbers with more than two factors are composite numbers
- **know that** numbers with more than two factors are composite numbers
- **know that** numbers with only two factors are prime numbers
- **know that** the product of an integer multiplied by itself is a square number
- **know that** the product of an integer multiplied by itself twice is a cubed number
- **be able to** divide by 1,000

Year 4

×	30	5
7	210	35

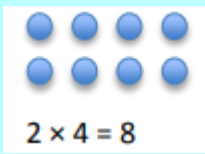
- **have rapid recall** of all multiplication and division facts up to 12 x 12
- **be able to** multiply by 10 and 100
- **be able to** multiply by 1 and 0
- **be able to** divide by 10 and 100
- **be able to** divide by 1 and itself

Year 3



- **have rapid recall** of the 3, 4 and 8 times table
- **be able to** multiply 2-digits by 1 digit
- **be able to** divide 2-digits by 1 digit
- **be able to** divide with remainders
- **be able to** use a bar model to work out scales—eg 45 is how many times greater than 5?

Year 2



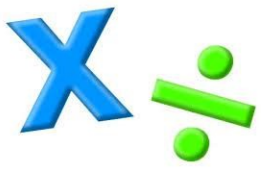
- **have rapid recall** of the 2, 5 and 10 times table
- **be able to** recognise equal groups
- **be able to** make and add equal groups
- **be able to** solve multiplication sentences using the x symbol
- **solve** multiplication sentences from pictures
- **be able to** use arrays
- **be able to** make doubles
- **be able to** solve division sentences using ÷

Year 1

- **be able to** count in 2s
- **be able to** count in 5s
- **be able to** count in 10s
- **be able to** make equal groups, labelling—3 lots of 2, etc

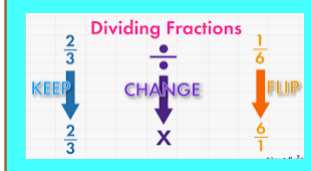
EYFS

- **be able to** share objects equally
- understand the word equal means the same amount
- **begin to** use the term 'lots of' when grouping items in equal groups



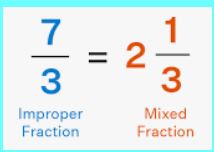
Multiplication and Division

Year 6



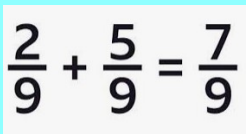
- **be able to** compare and order by denominator
- **be able to** compare and order by numerator
- **be be able to** multiply fractions by fractions
- **be able to** divide fractions by integers
- **be able to** find a fraction of an amount
- **be able to** find the whole from a given fraction
- **be able to** turn fractions into percentages and find a percentage of an amount

Year 5



- **be able to** convert improper fractions to mixed numbers
- **be able to** convert mixed numbers to improper fractions
- **be able to** compare and order fractions less than 1 and greater than 1
- **be able to** add and subtract mixed numbers
- **be able to** multiply unit and non-unit fractions by an integer
- **be able to** multiply mixed numbers by integers
- **be able to** find a percentage of an amount

Year 4

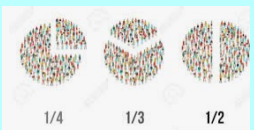


- **be able to** compare fractions and find equivalents
- **Represent** and compare fractions greater than 1
- **be able to** count in fractions
- **be able to** add 2 or more fractions
- **be able to** subtract 2 fractions
- **be able to** subtract fractions from whole amounts
- **be able to** calculate fractions from a quantity

Year 3

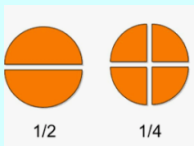
- **recognise, represent and find** a half, a quarter and a third of a number
- **understand that** a half is equivalent to two quarters
- **be able to** find three quarters
- **be able to** count in halves, quarters and thirds
- **recognise and find** unit and non-unit fractions
-

Year 2



- **recognise** and find a half, a quarter and a third of a number
- **understand that** a half is equivalent to two quarters
- **be able to** find three quarters
- **recognise** unit and non-unit fractions
- **be able to** count in halves and quarters

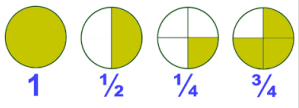
Year 1



- **be able to** find a half of a number
- **be able to** find a quarter of a number

EYFS

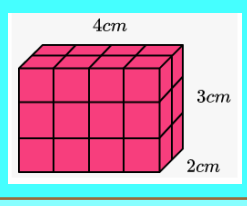
- **be able to** share items fairly between two groups
- **be able to** say that each group has one half
- **be able to** share objects equally



Fractions

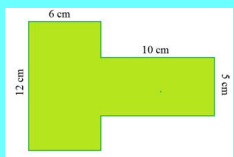
Measurement

Year 6



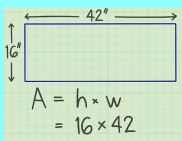
- **be able to** calculate with metric measures
- **be able to** compare and understand miles and kilometers
- **be able to** work with metric and imperial measures for mass, capacity and length
- **understand how to** solve multi-step problems involving money, length, capacity and mass
- **be able to** calculate the area of a triangle
- **be able to** calculate the area of a parallelogram
- **be able to** calculate the volume of a cuboid

Year 5



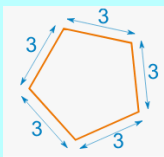
- **be able to** calculate the area of compound and irregular shapes
- **be able to** find equivalent measures (mass, height, length and capacity)
- **understand the difference between** metric and imperial measures and find equivalents (2.5cm=1 inch and so on)
- **understand how to** solve two step problems involving money, length, capacity and mass
- **be able to** calculate the perimeter of rectilinear shapes
- **be able to** calculate the area of compound shapes
- **be able to** calculate the area of irregular shapes

Year 4



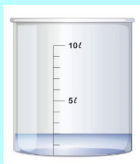
- **be able to** find equivalent lengths (m/cm and mm/cm)
- **be able to** add and subtract lengths (m, cm, mm)
- **be able to** be able to measure perimeter on a grid, of a rectangle and of rectilinear shapes
- **be able to** calculate and compare the area of two shapes
- **be able to** estimate amounts of money and use the four operations to solve money problems

Year 3



- **be able to** add lengths together
- **understand** what a perimeter is and be able to calculate this for given shapes
- **be able to** compare and order lengths (m, cm and mm)
- **be able to** count pounds to pence
- **be able to** add and subtract amounts of money and give the correct change
- **be able to** compare and order masses and capacity
- **understand** that temperature is measured in degrees Celsius and know the boiling and freezing points of water
- **be able to** solve temperature related problems, finding the difference between temperatures

Year 2

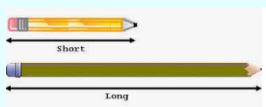


- **be able to** measure (m and cm), comparing lengths and heights
- **be able to** order objects of differing lengths after accurate measuring
- **be able to** solve problems involving lengths
- **be able to** measure and compare objects (g)
- **be able to** measure and compare volume (ml and l)
- **be able to** use the four operations to solve problems involving mass, volume, length and height
- **be able to** make the same amount with different coins
- **be able to** count money using different coin and not amounts to find an accurate total
- **be able to** find the difference between two amounts of money to give change
- **be able to** read temperatures on a thermometer which uses a scale of ones or two intervals
-

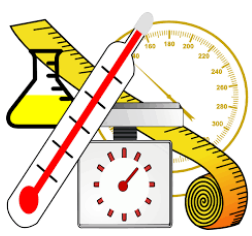
Year 1

- **be able to** measure objects with non-standard units
- **be able to** measure objects and heights to the nearest centimeter
- **know how to** start measuring at the line indicating 0cm
- **be able to** compare containers with different capacities and describe—more, less, greater than, less than
- **be able to** solve word problems involving wight and capacity
- **be able to** weigh objects with non-standard measures
- **be able to** recognise all British coins and notes
- **be able to** count coins in 1s, 2s, 5s and 10s and compare amounts

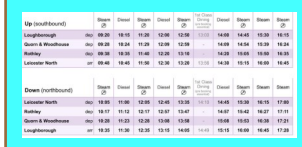
EYFS



- **be able to** compare objects of different lengths using the words longer than, shorter than correctly
- **be able to** compare objects of different weights using the words lighter and heavier than correctly
- **be able to** compare objects of different heights using the words taller, shorter and the same as correctly
- **be able to** compare objects of different capacity using the words full and empty correctly



Year 6



Up (southbound)		Steam ↺	Diesel	Steam ↺	Diesel	Steam ↺	1st Class Dining (reserve)	Diesel	Steam ↺	Steam	Steam ↺
Loughborough	dep	09:20	10:15	11:20	12:00	12:50	13:03	14:00	14:45	15:30	16:15
Quorn & Woodhouse	dep	09:28	10:24	11:29	12:09	12:59	→	14:09	14:54	15:39	16:24
Rothley	dep	09:38	10:35	11:40	12:20	13:10	→	14:20	15:05	15:50	16:35
Leicester North	arr	09:48	10:40	11:50	12:30	13:20	13:38	14:30	15:15	16:00	16:45

Down (northbound)		Steam ↺	Diesel	Steam ↺	Diesel	Steam ↺	1st Class Dining (reserve)	Diesel	Steam ↺	Steam	Steam
Leicester North	dep	10:05	11:00	12:05	12:45	13:35	14:13	14:45	15:30	16:15	17:00
Rothley	dep	10:17	11:13	12:17	12:57	13:47	→	14:57	15:42	16:27	17:11
Quorn & Woodhouse	dep	10:28	11:23	12:28	13:08	13:58	→	15:08	15:53	16:38	17:21
Loughborough	arr	10:35	11:30	12:35	13:15	14:05	14:49	15:15	16:00	16:45	17:28

- **be able to** solve multi-step problems involving seconds, minutes, hours, days, weeks, months and years
- **be able to** read more complex timetables and solve problems involving arrival and departures for different scenarios

Year 5

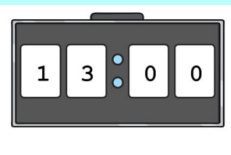
Destination	Journey A	Journey B	Journey C
Brisbane	10:15 a.m.	11:30 a.m.	4:30 p.m.
Hamilton	12:15 p.m.		6:05 p.m.
Sydney	12:40 p.m.	1:10 p.m.	6:30 p.m.
Bathurst	1:20 p.m.	1:55 p.m.	
Orange	2:06 p.m.	2:35 p.m.	
Total Duration			3 hours

- **be able to** convert units of time eg days to weeks, months or years and seconds to minutes or hours etc
- **be able to** read a timetable and work out arrival and departure times
- **be able to** complete missing times on a regular timetable
- **solve** word problems involving seconds, minutes, hours, days, weeks, months and years

Year 4

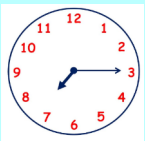
- **be able to** tell the time to the minute—analogue and digital
- **be able to** tell the time—hours, minutes and seconds
- **be able to** solve word problems involving years, months, weeks and days

Year 3



- **know** how many days are in each month of the year
- **be able to** say how many days are in a 'normal' year and how many are in a leap year
- **be able to** count on days from a monthly calendar between events
- **be able to** tell the time to the minute
- **be able to** use a.m and p.m
- **be able to** read the 24-hour clock

Year 2



- **be able to** tell the time to the quarter hour
- **be able to** tell the time to five minutes
- **know** that there are 60 minutes in one hour
- **know** that there are 30 minutes in half and hour
- **know** that there are 15 minutes in a quarter of an hour
- **understand** how to solve problems involving the passing of time in hours and half hours

Year 1

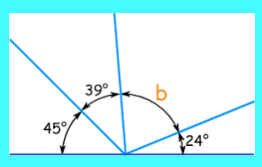
- **know that** some things are happening now, some things happened before and some things will happen after
- **be able to** read a calendar and say which day certain events are happening on
- **know** the 12 months of the year
- **know the o**rder of the four seasons
- **be able to** tell and write the time to the hour and half-past the hour

EYFS

- **be able to** say the days of the week in order
- **know which** day comes before or follows a given day
- **understand** and use the words yesterday and tomorrow
- **be able to** sing a song that lists the months of the year
- be able to order and sequence familiar events
- use every day language related to time such as now, then, next, in a while, later, soon and after that

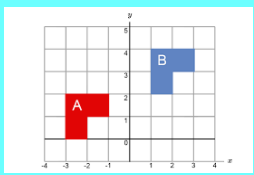
Time

Year 6



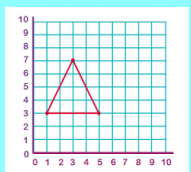
- **be able to** find the missing coordinate for a shape where only some of the coordinates have been given
- **be able to** plot and read coordinates in the four quadrants
- **be able to** use knowledge of shape to solve problems involving shape translations in the four quadrants
- **be able to** reflect a shape in the x and y axis and in a line given in the four quadrants
- **be able to** calculate missing angles on a straight line and around a point
- **be able to** calculate angles in a triangle, regular polygons and in special quadrilaterals
- **be able to** calculate vertically opposite angles

Year 5



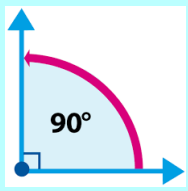
- **know how** many degrees are in a full turn, a half-turn and a quarter turn
- **be able to** plot shapes in the first quadrant using given coordinates
- **be able to** translate shapes and give the new coordinates (eg translate this triangle up 2
- **be able to** identify lines of symmetry in regular and irregular shapes
- **know how to** use 90°, 180°, and 360° when giving and following instructions for rotations
- **be able to** plot shapes in the first quadrant using given coordinates
- **be able to** translate shapes and give the new coordinates (eg translate this triangle up 2

Year 4



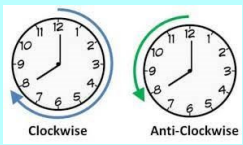
- **know** that a half-turn is equal to two right angles and makes a straight line
- **be able to** compare the sizes of different angles
- **be able to** explain why an angle is a right angle, obtuse or acute
- **be able to** locate objects using simple coordinates eg, (3,2)

Year 3



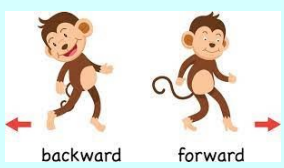
- **be able to** recognise right angles in shapes and objects that are all around
- **know that** a right angle is 90°
- **know that** angles that are smaller than a right angle are acute angles
- **know that** angles that are greater than right angles are obtuse angles
- **know** which lines and surfaces are horizontal, vertical, parallel and perpendicular
- **recognise** triangular prisms and square based pyramids

Year 2



- **recognise** and label circle, hexagon, pentagon, square, rectangle and triangle and say how many sides and vertices they each have
- **recognise** lines of symmetry and complete shapes where the reflective half is missing
- **be able to** use clockwise and anti-clockwise when giving and following directions
- **be able to** complete missing patterns involving turning shapes and describe the turn pattern that they can see

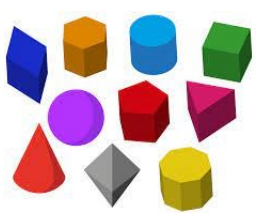
Year 1



- **be able to** describe turns—quarter turn, half-turn, three quarter-turn, full turn
- **describe** the position of an object using left and right—the square is to the left of the triangle, etc
- **be able to** give and follow directions using forwards, backwards, left and right
- **recognise and name** correctly regular 2D shapes (circle, square, triangle and rectangle) and make/describe repeating patterns with them
- **recognise and name** correctly regular 3D shapes—cube, cuboid, sphere, pyramid, cone and cylinder

EYFS

- **begin to** use the labels related to regular 2D shapes; triangle, circle, square and rectangle
- **begin to** use the labels related to regular 3D shapes; sphere. cube, cylinder, cone and cuboid
- **use** prepositions to effectively describe the position of an object such as in front of, on top of, behind and next to
- **be able to** create and sustain a repeating pattern with three elements such as circle, square, triangle, circle….
- **be able to** sort objects by a number of characteristics –colour, shape, size, texture, plus number of sides, corners and faces



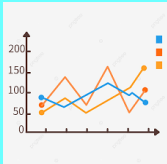
Shape,

Position and Direction

Year 6

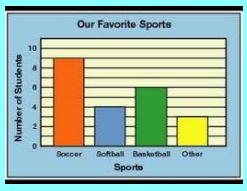
- **be able to** read and interpret line graphs
- **use** line graphs to solve problems
- **be able to** calculate the radius and the circumference of a circle
- **be able to** read and interpret pie charts with and without percentages
- **be able to** accurately draw a pie chart with given data
- **be able to** calculate the mean, mode and median averages

Year 5



- **be able to** identify which data medium is best to represent the information gathered
- **be able to** solve word problems by analysing data in tables, bar charts, line graphs and pictograms
- **be able to** present data accurately on a simple line graph
- **be able to** present two sets of data on a line graph using separate colours for each set of data
- **be able to** read and interpret more complex tables

Year 4



- **be able to** convert information in one data source (e.g a bar chart) into another source (e.g. a pictogram or table)
- **be able to** represent data on a bar chart with an appropriate scale

Year 3

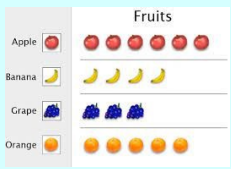
Favorite Pets		
Pet	Tally Marks	Number
	𝍸 𝍸	10
	𝍸	4
	𝍸 I	6

- **use, make and interpret** bar charts where the scales have intervals of 2, 5 and 10
- **use, make and interpret** pictograms where the scales have intervals of 2, 5 and 10
- **convert** data collected in a tally chart to make a bar chart or pictogram
- **collate and organise** information into a simple table eg ways we travel to school on each day of the week

Year 2

- **be able to** make a simple tally chart
- **be able to** draw and interpret pictograms
- **be able to** draw and interpret block/bar graphs

Year 1



- **be able** to read and make group and class pictograms
- **be able** to read and make group and bar charts
- **know how to** collect information for personal topics eg—collecting names of people who had milk, people who like a specific story, people having school dinners, counting numbers for preferences etc

EYFS

- **know how** to put their own name against the category that relates to them—eye colour, hair colour, favourite food, favourite story, etc
- know how to count numbers in any given category and say which has the most or the least
- **begin to** read and understand a simple tally chart that the teacher has modelled

Statistics

Religious Education

Religious Education

Religious education (RE) makes a major contribution to the education of our children. At its best, it is intellectually challenging and personally enriching, helping children to develop beliefs and values, and promoting respect and empathy. It fosters civilised debate and reasoned argument, and helps children to understand the place of religion and belief in the modern world (Ofsted, 2013).

As Church of England Schools we are committed to the Christian Faith and we recognise and value every individual as unique and loved by God whatever their culture, faith or belief. This is the basis for our RE curriculum. We believe that high quality RE teaching will prepare our children for 21st century life and equip them with essential skills and personal qualities to make a positive difference to the communities in which they live.

Through creative and enquiry based teaching, we aim to provoke and explore challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In doing so, we aim to provide a context in which our children can grow spiritually and learn to value themselves, others and the communities in which they live.

Matthew 17: 20

"Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move. Nothing will be impossible for you."

Year 6

- Explore why Christians believe God is both holy and loving, angered by sin and injustice but is also forgiving.
- Debate about what God is like.
- Understand why Christians believe God is omnipotent, omniscient and eternal
- Trace the people of God throughout the Bible: Abraham, Jacob to David
- Explore stories from the Bible and analyse how Christians today apply these ideas to living today.
- Contrast this belief with the Jewish faith which does not think Jesus is the Messiah
- Explore why Christians believe God is both holy and loving, angered by sin and injustice but is also forgiving

Year 5

- Understand why Christians believe God is omnipotent, omniscient and eternal.
- Consider why Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show his love.
- Consider why Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show his love
- Understand that Jesus was Jewish
- Know that Christians believe Jesus is the Messiah and that his birth, life, death and resurrection were part of God's plan to restore the relationship between humans and God

Year 4

- Understanding God is challenging: people spend their whole lives learning more and more about God.
- As human beings are part of God's good creation, they do best when they listen to God
- The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.
- Know that Christians believe that Jesus promises to stay with them and Bible stories show how God keeps his promises.

Year 3

- Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.
- God the Creator cares for the creation, including human beings
- Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.
- Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people.

Year 2

- Christians believe God is loving, kind, fair, and also Lord and King: and there are stories that show this. Christians worship God, and try to live in ways that please him.
- Ask questions about the relationship between God and human beings.
- Discuss stories about the People of God
- Know that Christians celebrate Jesus' birth, and that Advent for Christians is a time for getting ready for Jesus' coming
- Know that Christians believe Jesus brings good news for all people including being loved by God, and being forgiven for bad things.

Year 1

- Know that Christians believe in God, and that they find out about God in the Bible.
- Recognise that Christians believe that the Earth and everything in it are important to God. Illustrate how humans should care for the world because it belongs to God.
- Recount the story of Jesus' extraordinary birth in Bethlehem
- Talk about how Jesus is a friend to the poor and friendless.
- know how to consider Jesus' teachings about how to live the right way.

EYFS

- know that the word God is a name
- know that Christians believe God came to Earth in human form as Jesus.
- know that Christians believe Jesus came to show that all people are precious and special to God.
- know that Jesus' name means "He saves."
- Know that Christians believe Jesus came to show God's love.
- Know that Christians try to show love to others.

Understanding Christianity

Year 6

Know what we can learn by reflecting on words of wisdom from religions and world views
Know what scared texts say about God, the world and human life
Explore a wider variety of world religions including non-religious views such as Humanism

Year 5

- Know how Muslim people's beliefs about God, the world and others have impact on their lives
- Know how Hindu people's beliefs about God, the world and others have impact on their lives
- Know what the five pillars are
- Know that the prophet is named Allah
-

Year 4

- Know how and why Diwali is celebrated and how this celebration develops a sense of belonging for a Hindu child
- Know how Mandirs are very special to Hindus
- Be able to talk about similarities and differences between places of worship

Year 3

- know where Christians, Hindus and Muslim people worship.
- Be able to name the names of places of worship for Hindus and Muslims
- Know how Mosques are very special to Muslims
- Be able to talk about similarities and differences between places of worship

Year 2

- Understand why it is important for Jewish people to do what God asks them to do
- Know that the relationship between God and Jewish people is very special and give reasons why
- Know what the best way for a Jewish person to show commitment to God is

Year 1

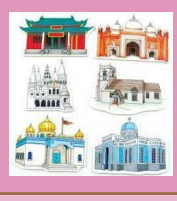
- Know of some similarities between synagogues and churches
- Recognise some important Jewish symbols and what they represent to Jewish people
- Be able to sya what is similar about Christian beliefs and Judaism
- Know why Shabbat is important to Jewish children
- Know if Rosh Hashanah and Yom Kippur are important to Jewish children

EYFS

- Know that some people are Christians and believe in God and that other people might believe different things.
- Be able to join in world faith celebrations such as Chinese New Year, Diwali or Holi, etc

Understanding World Faiths and Beliefs

Year 6

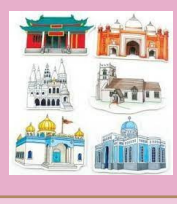


- Analyse how ‘good news’ is not just about setting an example for good behaviour and challenging bad behaviour: Christians believe that Jesus offers a way to heal the damage done by human sin. Explore how Christians believe that they should bring this good news to life in the world
- Consider why Christians read the ‘big story’ of the Bible, including Gospels and the New Testament.
  Discuss the different ways that Christians interpret Jesus’ death and explore how Christians remember Jesus’ sacrifice through the service of Holy Communion.
- Consider why many Christians challenge unjust social structures in their locality and in the world

Year 5

- Explore how Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as light in the world.
- Know that belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also hope for life with God, starting now and continuing in a new life (Heaven).
- Explore how Christians believe that Jesus calls them to sacrifice their own needs to the needs of others
- Explore the parables about the Kingdom of God and consider what they mean

Year 4



- know that Holy Week is the culmination of Jesus’ earthly life, leading to his death and resurrection.
- Be able to retell the various events of Holy Week, such as the Last Supper, and know that they were important in showing the disciples what Jesus came to earth to do.
- know that Jesus’ life shows what it means to love God (his Father) and love your neighbour. Christians try to be like Jesus – they want to know him better and better and try to put his teaching and example into practice in lots of ways, from church worship to social justice.
- know that Christians worship God as Trinity and believe the Holy Spirit is God’s power at work in the world and in their lives

Year 3

- Christians believe God is Trinity: Father, Son and Holy Spirit.
- Jesus the Son is seen by Christians as revealing what God the Father is like.
- Christians today trust that Jesus really did rise from the dead, and so is still alive today. They remember and celebrate Jesus’ last week, death and resurrection.
- The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them, and Bible stories show how God keeps his promises. Christians believe that, through Jesus, all people can become the People of God.

Year 2

- Know that Christians believe Jesus rose from the dead, giving people hope of a new life
- Know that parables often try to teach Christians lessons about how to live their life.
- Know that parables often try to teach Christians lessons about how to live their life.

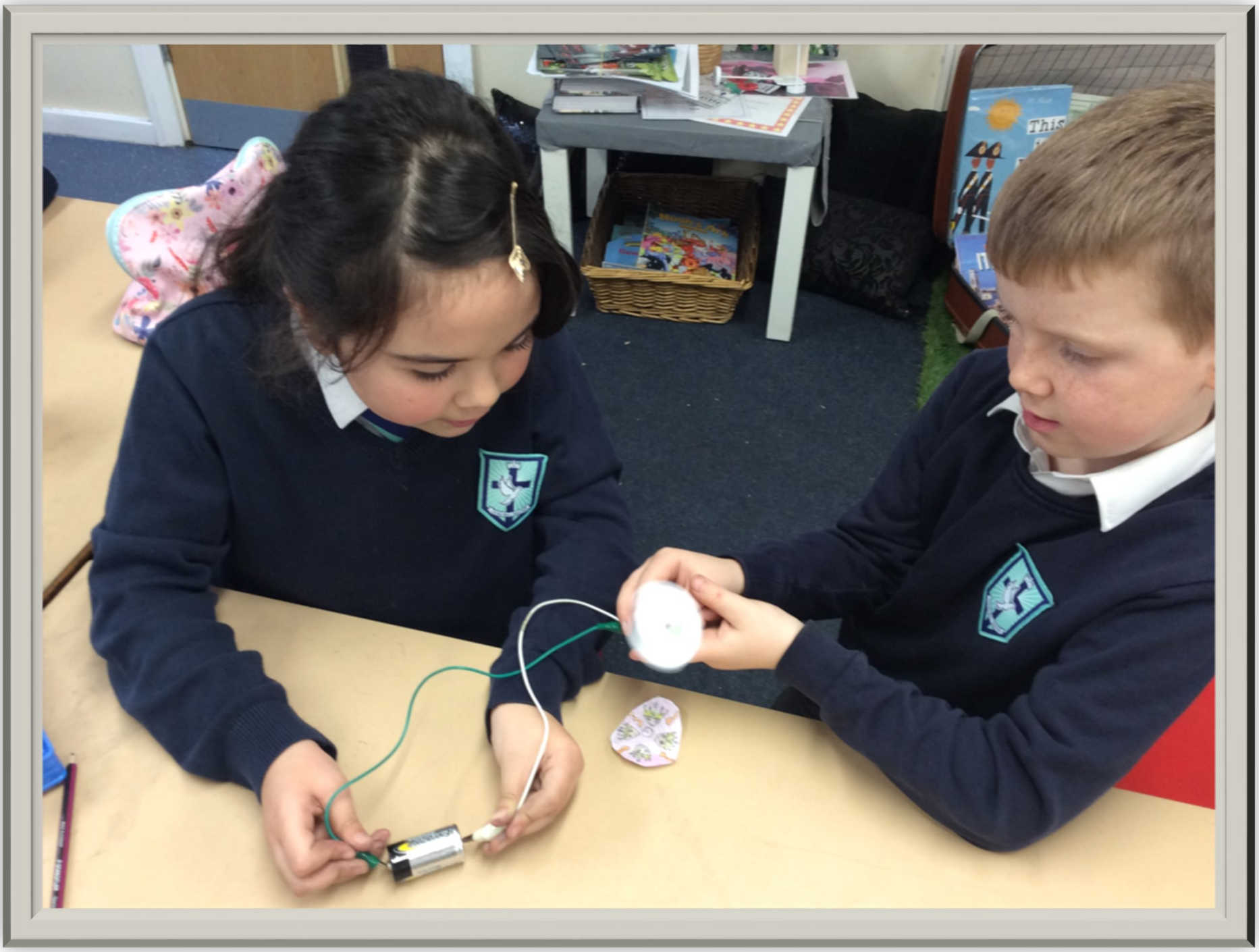
Year 1

- Know that Easter is important in the ‘big story’ of the Bible.
- Remember that Christians believe Jesus showed that he was willing to forgive all people and builds a bridge between God and humans.
- Know why Christmas matters to Christians
-

EYFS

- know that the word God is a name
- know that Christians believe that God made our world and we should look after it
- know that Christians remember Jesus’ last week at Easter
- Know why some Christians put a cross in an easter garden
- Know that some places are special
- Know that some people believe God is very special

Worship and Sacred Places



Science

Science

Our aim is to develop scientific learners who are curious about the world in which they live and are determined to understand more about the world around them.

We want our children to have the skills, confidence and enquiring minds to be able to ask and seek answers to the big questions they have. Through providing real life, hands on experiences, we endeavour to develop a sense of excitement and curiosity about the world in which they live. Our children are encouraged to investigate their immediate surroundings whilst developing skills that they will build on and use, not only during their time at school, but throughout their lives.

As practitioners, we strive to ensure that every child understands their place, not only within their communities, but also the wider world. By supporting them to become citizen scientists from a young age, and empowering all children with a sense of responsibility, they can make a real difference to the future of our planet.

Science is a core subject for a reason and its purpose and its value should never be underestimated.

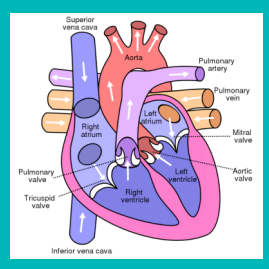
Ecclesiastes 1:13

"..I set my mind to seek and explore by wisdom all that has been done under heaven"

UKS2

A: Animals Including Humans Y5

B: Animals Including Humans Y6



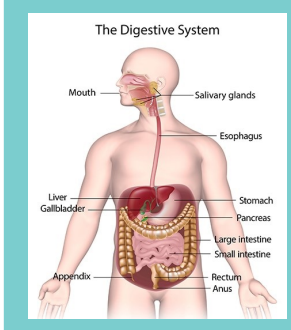
- **Describe** the changes as humans develop to old age.

- **Identify** and name the main parts of the human **circulatory system**, and describe the **functions** of the **heart, blood vessels and blood**.
- **Recognise** the impact of **diet, exercise, drugs and lifestyle** on the way their bodies function.
- **Describe** the ways in which nutrients and water are transported within animals, including humans.

LKS2

A: Animals Including Humans Y3

B: Animals Including Humans Y4



- **identify** that animals, including humans, need the right types and amount of **nutrition**, and that they cannot make their own food; they get nutrition from what they eat.
- **identify** that humans and some other animals have **skeletons** and **muscles** for support, **protection** and **movement**.

- **describe** the simple functions of the basic parts of the **digestive system** in humans.
- **identify** the different types of teeth (**molar, premolar, incisor** and **wisdom**) in humans and their simple functions.
- **construct and interpret** a variety of **food chains**, identifying **producers**, **predators** and **prey**.

KS1

A: Animals Including Humans Y2

B: Animals Including Humans Y1

- **know** that animals, including humans, have **offspring** which grow into adults
- **research** and **describe** the basic needs of animals, including humans, for survival (**water, food, air**)
- **describe** the importance for humans of **exercise**, eating the right amounts of different food groups (**protein, carbohydrates, dairy, fruit/vegetables, fats/oils**) and **hygiene**

- **describe** and **compare** a variety of common animals (**birds, fish, amphibians, reptiles** and **mammals,** including pets)
- **know** what **carnivores, herbivores and omnivores** are and name animals from each group
- **know** that the five **senses** are **smell, taste, touch, sight** and **hearing**
- **know** the names of the basic parts of the **human body** and identify, draw and label which parts of the body is associated with each **sense**

EYFS

- **observe** and **distinguish between** baby animals and those that are fully grown

Animals

UKS2

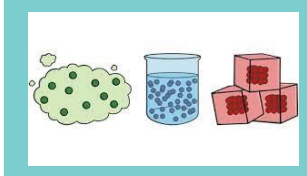
B: Properties and changes of materials

- **compare and group** together everyday materials on the basis of their properties, including their **hardness, solubility, transparency, conductivity (electrical and thermal),** and **response to magnets.**
- **know that** some materials will dissolve in liquid to form a **solution**, and describe how to recover a **substance** from a solution.
- **use knowledge** of solids, liquids and gases to decide how mixtures might be separated, including through **filtering**, **sieving** and **evaporating**.
- **demonstrate** that **dissolving, mixing** and **changes of state** are **reversible changes**.
- **explain** that some changes result in the formation of new materials, and that this kind of change is not usually **reversible**, including changes associated with burning and the action of **acid** on bicarbonate of soda.

LKS2

A: States of Matter Y4

B: Rocks Y3



- **compare** and **group** materials together, according to whether they are **solids, liquids or gases**
- **observe** that some materials **change state** when they are heated or cooled, and measure or research the temperature at which this happens in degrees **Celsius** (°C).
- **identify** the part played by **evaporation** and **condensation** in the **water cycle** and associate the rate of evaporation with temperature.

- **compare and group** together different kinds of rocks on the basis of their appearance and simple **physical properties** .
- **describe** in simple terms how **fossils** are formed when things that have lived are trapped within rock.
- **recognise** that soils are made from rocks and **organic matter**.

KS1

A: Everyday Materials Y1

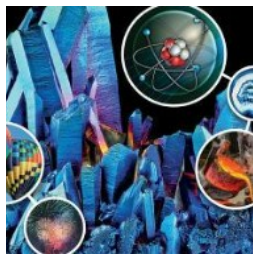
B: Uses of Everyday materials Y2

- **Distinguish between** an object and the materials from which it is made
- **Identify** and name a variety of everyday materials, including **wood**, **plastic**, **glass**, **water**, **wool** and **rock**
- **Describe** the simple physical properties of a variety of everyday materials
- **Compare** and group together a variety of everyday materials on the basis of their physical properties, **explaining** their reasoning

- **ask questions** about materials and suggest answers to them using prior and wider knowledge
- **know** about the **physical properties** of a wider range of everyday materials such as **transparency**, **flexibility** and **absorbency**.
- **identify** and **compare** the suitability of a variety of everyday materials including **wood**, **metal**, **plastic**, **glass**, **brick**, **rock**, **paper** and **cardboard** for particular uses
- **explore** how the shapes of solid objects made from some materials can be changed by **squashing**, **bending**, **twisting** and **stretching**, and **apply** this knowledge to their own work

EYFS

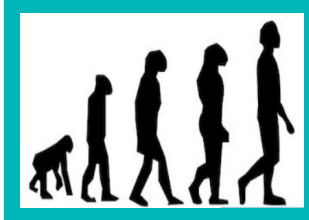
- **observe** and use all their senses to explore **natural** and **manufactured** materials
- **talk about** and **describe** what they notice about different materials
- **investigate** and sort materials by given criteria
- **talk about** and **describe** what they notice about different materials
- **observe** and **talk about** changes to materials caused by (e.g.) **heating** or **cooling**
- **investigate** and **talk about** what **floats** and what **sinks**
- **know** some words that describe materials (e.g. **hard or soft, rough or smooth**)



Materials and Matter

UKS2

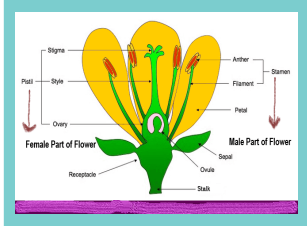
B: Evolution and Inheritance



- **recognise** that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- **recognise** that living things produce **offspring** of the same kind, but normally offspring vary and are not **identical** to their parents.
- **identify** how animals and plants are adapted to suit their environment in different ways and that **adaptation** may lead to **evolution**.

LKS2

B: Plants Y3



- identify and describe the functions of the different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

KS1

A: Plants Y2

B: Plants Y1

- **observe** and **describe** how **seeds and bulbs** grow into mature plants using scientific language
- **research** and **recall** how plants need **water, light and suitable temperature** to grow and stay healthy

- **know** what **deciduous** and **evergreen** trees are and identify them in the environment by **shape, leaf, fruit**
- **identify** and **describe** the basic structure of a variety of common plants including **trees.**

EYFS

- **know** that animals and plants are **living things**
- **investigate** how to plant **seeds**, water them and talk about what they are doing
- **know** the names of the **seasons** and discuss their impact on familiar animals and plants
- **observe** closely and make **simple representations** of living things

Nature

Earth and Space

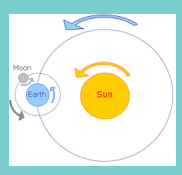
UKS2

A: Earth and Space

- **describe** the movement of the Earth, and other planets, relative to the Sun in the solar system.
- **describe** the movement of the Moon relative to the Earth.
- **know** that our solar system is around **4.571 billion years old**
- **know** which planets are known as the **rocky planets (**Mercury, Venus, Earth and Mars)and which are known as the **gas planets (Jupiter, Saturn, Neptune and Uranus)**
- **describe** the Sun, Earth and Moon as approximately spherical bodies.
- **use** the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- **make** a model that can be used to demonstrate their understanding of the earth's movement
- Know that the Sun is so big that the Earth could fit inside it **1.3 million times over**

LKS2

A: Earth and Space

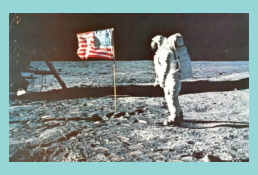


- **know** that the Earth is one of eight planets that travel around the Sun and that they are called **Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune**
- **know** that, in outer space, it is completely silent. This is because sound travels by **vibrating particles**, and there are no particles in space.
- **know** that it is daytime on the side of the Earth that faces the Sun and night-time on the side that is facing away
- **know** that the solar system is also home to lots of **asteroids, moons,** and **dwarf planets** such as **Pluto**
- **know** that the Moon is basically a big **natural satellite** - it orbits the Earth and has a huge impact on our oceans and **tides**.
- **know** the names of all planets in our solar system and know at least three facts about each planet including the approximate distance from the sun
- **know** that the earth **spins on it's axis** once in a day
- **know** that the moon **orbits** the earth in almost one month
- **know** that the earth and moon orbit the sun in a year
- **know** that earth is a squashed sphere caused by the gravitational pull

KS1

A: Earth and Space and Seasonal Changes

B: Seasonal Changes



- **know** that we live on planet earth and that this is the only **inhabited** planet
- **know** that our sun is a star
- **know** that earth is a squashed sphere
- **know** how **astronauts** have to adapt to stay alive in space
- **understand** why the first landing on the moon was such a significant event.
- **know** that the earth is spinning, even though it feels like we are standing still
- **observe** changes across the 4 seasons
- **observe and describe** weather associated with the seasons and how day length varies

- **observe** changes across the 4 seasons
- **observe** and describe weather associated with the seasons and how day length varies

EYFS

- **know** that we live in **England** which is part of planet **Earth**.
- Know that there are other **planets** in space

Energy and Forces

UKS2

A: Light Y6

- **recognise** that light appears to travel in straight lines
- **use** the idea that light travels in straight lines to explain that objects are seen because they **give out or reflect light** into the eye.
- **explain** that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- **use** the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

A: Forces Y5

- **explain** that **unsupported objects** fall towards the Earth because of the **force of gravity** acting between the Earth and the falling object.
- **identify** the effects of **air resistance, water resistance** and **friction,** that act between moving surfaces.
- **recognise** that some **mechanisms**, including **levers**, **pulleys** and **gears**, allow a smaller force to have a greater effect.

B: Electricity

- **associate** the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- **compare** and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- **use** recognised symbols when representing a simple circuit in a diagram
- **Investigate** renewable and on-renewable sources of energy and the impacts on the **atmosphere**
- **debate** the ways in which humans can affect the planet through their choices of energy uses
- **discuss** **personal impact** on the environment

LKS2

A: Light

- **recognise** that they need light in order to see things and that dark is the **absence of light**
- **notice** that light is **reflected** from surfaces.
- **recognise** that light from the sun can be dangerous and that there are ways to protect their eyes.
- **recognise** that shadows are formed when the light from a **light source** is blocked by an opaque object.
- **find** patterns in the way that the size of **shadows** change.

B: Sound

- **identify** how sounds are made, associating some of them with something **vibrating**.
- **recognise** that vibrations from sounds travel through a **medium** to the ear.
- **find** patterns between the **pitch** of a sound and features of the object that produced it.
- **find** patterns between the **volume** of a sound and the strength of the **vibrations** that produced it.
- **recognise** that sounds get fainter as the distance from the **sound source** increases.

A: Forces and Magnets

- **compare** how things move on different surfaces.
- **notice** that some forces need contact between two objects, but **magnetic forces** can act at a distance.
- **observe** how magnets **attract** or **repel** each other and attract some materials and not others.
- **compare** and **group** together a variety of everyday materials on the basis of whether they are attracted to a magnet.
- **describe** magnets as having two **poles**.
- **predict** whether two magnets will **attract** or **repel** each other, depending on which **poles** are facing.

B: Electricity

- **identify** common **appliances** that run on electricity.
- **construct** a simple series **electrical circuit**, identifying and naming its basic parts, including **cells, wires, bulbs, switches and buzzers.**
- **Identify** whether or not a lamp will light in a **simple series circuit**, based on whether or not the lamp is part of a **complete loop with a battery.**
- **recognise** that a **switch** opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- **recognise** some common **conductors** and **insulators**, and associate metals with being good conductors.
- know **that some sources of energy are** **renewable** and that some are **non-renewable**

KS1

- **observe** and **ask simple questions** about how living things need **energy** to live
- **know** about different sources of energy including **fossil, oil, food, solar, wind, water**
- **ask questions** about living things and **sources of energy**
- **know** that **food chains** are very important to the survival of most species. Describe one key food chain

EYFS

- **predict** what might happen to an object when (e.g.) a **magnet** is used
- **know** that their bodies get energy from food
- **know** that **exercise** uses up energy
- **discuss** how their bodies feel tired when they are **low in energy**

UKS2

A: Living Things and Their Habitats Y6

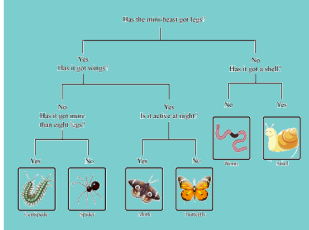
B: Living Things and Their Habitats Y5

- **describe** how living things are classified into broad groups according to common **observable characteristics** and based on similarities and differences, including **microorganisms,** plants and animals.
- **give reasons** for classifying plants and animals based on **specific characteristics**.

- **describe** the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- **describe** the life **process of reproduction** in some plants and animals.

LKS2

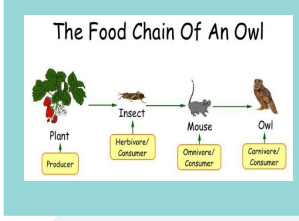
A: Living Things and Their Habitats Y4



- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things
- **develop ideas** about **functions, relationships** and **interactions** between living things and familiar environments.

KS1

B: Living Things and Their Habitats Y2



- **explore** and **compare** the differences between things that are living, dead, and things that have never been alive
- **describe** how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
- **identify** and name a variety of common animals and plant s in their **habitats** and **microhabitats**
- **describe** how animals obtain their food from plants and other animals using the idea of a simple **food chain** and identify and name different sources of food.

EYFS

- **talk about** and **demonstrate care** for **minibeasts** in their environment
- **describe** and comment on things they have seen, including plants and animals

Habitats

Species Identification

UKS2

Wild flower identification– **Clover, Forget-me-nots**

Cultivated flower/plant identification— **Rose, Fern, Hosta**

Bird Identification — **Heron, Kingfisher, Pied Wagtail, Wren, Swan**

Insects/Butterfly identification— **Painted Lady, Water Boatman**

Tree identification—**Elder**

Shrub/hedgerow identification— **Rhododendron**

Wild flower identification– **Cleaver, Cowslips, Common Yarrow**

Cultivated flower/herb identification — **Japonica, Rosemary, Lavendar, Mint**

Bird Identification — **Great Tit, Goldfinch, Woodpecker**

Insects/Butterfly identification— **Pond Skater, Ramshorn Snail**

Tree identification— **Sycamore**

Shrub/hedgerow identification— **Privet**

LKS2

Wild flower identification– **Snowdrop, Nettle, Ivy, Bramble, Burdock**

Cultivated flower/plant identification— **Sweet Pea, Hebe, Tulip, Pond Lily**

Bird Identification— **Crow, Collared Dove, Blue Tit, Barn Owl, Tawny Owl, Peregrine Falcon, Starling, Herring Gull, Kestrel, Hawk, Eagle**

Insects/Butterfly identification— **Cabbage White, Red Admiral, Brimstone Butterfly (yellow), Dragonfly, Leech**

Tree identification—**Sweet Chestnut, Beech, Lime, Hazel**

Shrub/hedgerow identification— **Field Maple, Dogwood, Hazel**

KS1

Wild flower identification– **Poppy**

Cultivated flower identification— **Daffodil**

Bird Identification— **Blackbird, Sparrow, Swallow**

Insects/Butterfly identification— **frogspawn, tadpoles, snails, slugs**

Tree identification— **Horse Chestnut, Silver Birch, Oak**

Shrub/hedgerow identification— **Hawthorn**

Wild flower identification– **Bluebell**

Cultivated flower identification— **Pansy**

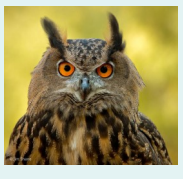
Bird Identification— **Magpie**, **Wood Pigeon, Peacock**

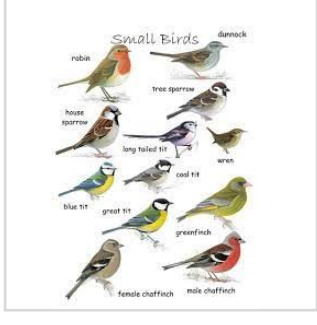
Insects/Butterfly identification— moth and butterfly similarities and differences

Tree identification—**Scots pine, Douglas fir**

Shrub/hedgerow identification— **Buddleia** (Globose/orange and Davidii/purple) (The butterfly plant)

EYFS





Wild flower identification— **Daisy, Buttercup**

Cultivated flower identification— **Sunflower**

Bird Identification— **Owl, Parrot, Penguin, Robin**

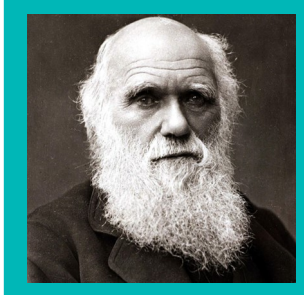
Insects/Butterfly identification— **Fly, Bee, Wasp**

Tree identification—**Willow, Conifer**

Shrub/hedgerow identification— **Holly**

Scientific Working

UKS2

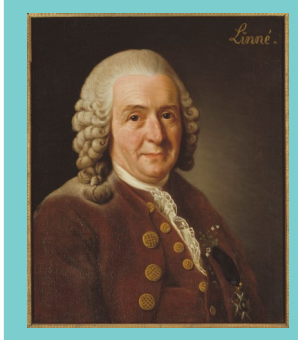


- **explore and discuss** ideas, then ask own questions about scientific phenomena.
- **analyse** **functions, relationships and interactions** more **systematically**.
- **recognise** that scientific ideas change and develop over time.
- **carry out fair tests** and find things out using **secondary information.**
- **draw** conclusions based on **data** and **observations** using scientific language to write about what has been found out). ***Hypothesis, fair test, variable, conclusion***
- **use** evidence to **justify** ideas.
- **observe** changes over time, notice **patterns, group and classify**.

- **name and identify** the key scientists and inventors **Marie Curie, Galileo Galilei and Watson** and **Crick** (DNA) **and** know what significant impact they had during their life time and beyond.

- **name and identify** the key scientists and inventors **Charles Darwin, Maria Telkes, Eva Crane** and **Albert Einstein** **and** know what significant impact they had during their life time and beyond.

LKS2



- **know how** to select **appropriate equipment/route/people** to solve a problem successfully and choose effective strategies and change ideas if it is not working.
- **ask** own questions about what is observed and decide which **scientific enquiry** will best answer them.
- **find things out** using **secondary sources** of information.
- **Plan** all investigations using the headings: **aim, prediction, apparatus, method, results, conclusion**
- **observe** over time, notice patterns, group and classify things, carry out **simple comparative and fair tests**.
- **make accurate measurements** using standard units, using a range of equipment, e.g. **thermometers**.
- **gather, record, classify and present** data in a variety of ways to help in answering questions

- **name and identify** the key scientists and inventors **Michael Faraday, Carl Linnaeus ,** and **Isaac Newton**

- **name** and **identify** the key scientists and inventors **Mary Anning, Louis Pasteur** and **Thomas Edison**

KS1

- **observe** and perform simple tests to seek out answers to a question
- **investigate** and discuss answers to a question through **observation** and **testing** and **explain** what has been learned
- **ask questions** about living things and suggest answers
- **discuss** using prior knowledge**,** how to plan a scientific investigation to answer a question (**aim**, **prediction, apparatus, method, results, conclusion**), carry it out and offer explanations for outcomes
- **understand** the term **fair test** and apply it to investigations.

- **name** and **identify** the key scientists and inventors **John Dunlop, Maggie Aderin-Pocock** and

- **name** and **identify** the key scientists and inventors **Gerald Durrell, Daniel Gabriel Fahrenheit** and **Alexander Fleming**

EYFS

- **observe** closely and make simple representations of living things
- **observe** and **investigate** the world around them closely using (e.g.) **magnifying glasses, magnets or torches**
- **observe** and **talk about** what they see happening in the world around them
- **describe** and comment on things they have seen, including plants and animals
- **name** and **identify** the key scientist **David Attenborough**

Computing

Computing

Intent

Computing is an essential life skill in an ever-changing technological world. Our aim is to ensure all children develop computational skills to broaden their horizons in preparation for future work and to participate actively in a digital world.

Implementation

We want to teach children to be computational thinkers. In building their knowledge and skills (by decoding, inputting, data representation, creativity and manipulation), we aim to increase their confidence and understanding. We do this by making links to other parts of the curriculum such as mathematics, design technology, literacy, and science so that learning is meaningful.

As practitioners we are mindful of the benefits and limitations of technology. We aim to ensure that our children are able to recognize both the value and the risks associated with participation in today's digital climate.

Experiencing the real-life purposes is an essential part of our curriculum. Children need to work in a way that reinforces the value of technology in creating highly effective, well-presented and efficient products.

John 1:3

All things were made through him, and without him was not anything made that was made

Year 6

- **know how to** keep personal information private and explain why this is important
- **know how to** show respect to others online
- **identify three ways** that can be used to protect others from online bullying
- **understand** the consequences of sharing photos and videos online
- **understand** the term digital footprint
- **know how to** report concerns and know who to do this to
- **understand** the pit-falls of in-app purchases
- **understand how and why** companies track our online behaviour and how we can prevent it

Year 5

- **know what** to do if something online upsets you
- **know how and why** people can be nasty online
- **be able to** describe the term 'sharing online' and know why we need to get permission to share pictures and videos of others
- **know that** sometimes people pretend to be someone else online
- **understand why** we only talk to people we know in the real world when online
- **know that** we should not trust everything we see and read online
- **know how to** check what we see and read online
- **understand that** it is as important to be kind online as it is in the real world
- **know how to** make avatars and know why it is important to use them when online

Year 4

Year 3

Year 2

know what the internet is and how and why people use it

know what personal information is and why we keep personal information private

be able to give three people's names who we should tell if we are upset by something we see online

know who we should talk to online

know what to do if something upsets us online

know what sharing online is

know that anyone could potentially see things that we post online and that it cannot be easily undone

know that name calling online is cyber-bullying and is very hurtful and wrong

know how to be responsible and that buying things on the internet costs real money

Year 1

EYFS

- **know** how to use Hector's World Safety button
- **know that** it is not healthy to use technology for a long time and that it is healthy to play outside
- **name** familiar items that we use for technology — television, mobile phone, ipad, tablet, camera, computer, laptop, key-board, mouse

E-Safety

Computing Literacy

Year 6

- **know how to** create a static homepage
- **know how to** change the site identity to a suitable title, tagline and website icon
- **know how to** upload a suitable header and/or background image
- **be able to** adjust the website sidebar and add suitable widgets
- **know how to** add text and images to a page and edit them
- **be able to add** multiple pages and edit the navigation, including sub-menus

Year 5

- **be able to** explain what email is and know how to send an email
- **know how to** organize and re-organise text on a screen to suit a purpose
- **know that** the internet travels on the seabeds between countries
- **understand** Computer Networks, Internet, Cloud Computing and Bluetooth and how they help us
- **understand how and why** we collaborate online through blogging
- **know why** we save our work to a server and not just one computer

Year 4

- **know how to** use muscle memory to locate keys on the keyboard to increase touch typing speed
- **know how to** use shortcut keys to copy, paste and save work
- **show awareness of** different strategies for finding specific information
- **know how to** use search technologies (different websites) to find specific pieces of information
- **know how to** check the internet for fake news by cross-referencing facts

Year 3

- **know how to** use index fingers on keyboard home keys (f/j), use left fingers for a/s/d/f/g, and right fingers for h/j/k/l
- **know how to** copy and paste text and images
- **know how to** find and replace words
- **know how to** select an appropriate font size and style for the audience and purpose of the document
- **know how to** format shapes within a document
- **know how to add** bullet points to lists

Year 2

- **know how to** save and retrieve work with support
- **know how to** use a mouse to click and drag, highlight and select, open and navigate around programs
- **know how to** use a keyboard to type (including using **letter**, **number**, **space** and **backspace keys** and **shift/caps** lock to type capital letters
- **know how to** add images alongside text in a word document
- **know how to** use a web page to answer questions

Year 1

- **know how to** log on to a computer
- **know how to** use a mouse and trackpad to click and drag
- **know how to** save work with support
- **know how to** find letters on a keyboard to make words
- **know how to** rest fingers on the home keys

EYFS

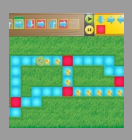
- be able to name laptop, desktop, monitor, keyboard, mouse, mobile phone, tablet/iPad, calculator, digital camera, head-phones
- **know how to** use a mouse and be able to control it to move a cursor
- **know how to** press keys to type letters and make words
- **know how to** use equipment safely and responsibly

Coding

Year 6

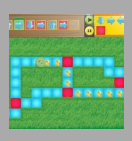
- **know how to** program inputs, selection, loops and random variables (operators) for unpredictability.
- **know how to** Ppogram inputs, selection (conditions), sensing, random variables, operators for direction and data variables for scoring
- **know how to** use inputs, selection (conditions), loops, sensing, costume changes and broadcasts
- **know how to** work with multiple sprites to send broadcast messages between them

Year 5



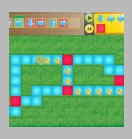
- **know how to** program inputs for control, selection (conditions) and sensing for interaction and data variables for scoring and a game time
- **know how to** program distance sensing and movement
- **know how to** program Inputs, outputs, loops, selection, sensing and variables
- **know how to** program list variables that chooses randomly

Year 4



- **know how to** program inputs with loops, selection and sensing for interactions
- **know how to** work with variables and various forms of input and output
- **know how to** debug programs that accomplish goals
- **know how to** use selection, data variables and operators.
- **know how to** program a virtual robot using Scratch blocks

Year 3



- **know how to** design, write and debug programs that accomplish specific goal
- **know how to** use repetition in programs
- **know how to** write programs that simulate physical systems

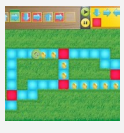
Year 2

- **be able to** programme a simple animation using movement, text and audio outputs plus scene changing code blocks
- **be able to** programme a sprite to make something happened when touched or clicked
- **know how to** use touch and click inputs to make a simple maths quiz
- **be able to** use sprites to make a simple game

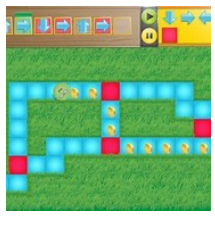
Year 1

- **know how to** place instructions in the correct order to make something work
- **be able to** use direction arrows to move an onscreen object to achieve an objective
- **be able to** predict a route and sequence direction commands to program an on-screen object to achieve an objective—debugging where necessary
- **be able to** predict and sequence movement and pen commands to program the drawing of different 2D shapes
- **know how to** sequence code blocks, including movements and execute (start program) blocks to write a program to

EYFS



- **know how to** use a mouse, touch screen or appropriate access device to target and select options on a screen
- **know how to** input a simple sequence of commands to control a digital device with support (Bee Bot)
- **identify** simple patterns and locate the correct letter, number or shape to continue the pattern/sequence
- **understand, use and follow** directional language—forwards, backwards, left and right



Data Handling

Year 6

- **know how to** use comprehension skills to find clues that match the column headings of a spreadsheet
- **know how to** use spreadsheet tools (filters and conditional formatting) to find the specific data to match the clues

Year 5

- **know how to** select and use non-adjacent cells plus resize multiple cell widths and copy/paste cells
- **know how to** find data and create a spreadsheet to suit it
- **know how to** use formulae to find totals, averages and maximum/minimum numbers
- **know how to** search a database for specific information

Year 4

- **know how to** change the appearance of cells in a spreadsheet (fill colour and border)
- **know how to** add and align text
- **be able to** find and add data to a spreadsheet
- **know how to** resize cells
- **know how to** use software to create a suitable chart with a title

Year 3

- **know what** a branching database is
- **know how to** add objects that have different features
- **know how to** click and drag items into the database and be able to name them and give each one a description
- **know how to** add questions to sort the objects
- **know how to** ask questions that can only have a yes or no answer

Year 2

- **understand** what data is and collect it as a tally
- **know how to** use software to label a pictogram and add data to each column
- **know how to** edit a table with correct titles and numbers
- **know how to** use software to create a bar chart/pie chart/line chart suitable for the data
- **know how to** interpret a pictogram/bar chart/line chart

Year 1

- **be able to** add, resize and position images (pictures) on a page
- **be able to** label pictures with text
- **be able to** change the background colour of a page
- **be able to** change the colour of an object

EYFS

- **know how to** sort physical objects, take a picture and discuss what I have done
- **be able to** sort items by colour or shape in a digital game

Digital Art

Year 6

Graphic Design

- **know how to** add, adjust and fill shapes and how to accurately rotate them
- **know how to** group shapes to improve accuracy and speed
- **know how to** add and customise gradient effects
- **know how to** adjust transparency/opacity for a purpose
- **know how to** use a colour picker correctly (Keynote and PowerPoint only)

Year 5

App Design

- **know how to** use the tools in different presentation software (PowerPoint, Keynote, Google Slides) to design an app about your school with:

  1. Slide size and background colour
  2. Text and Images (including transparent images) on different pages
  3. Icons
  4. Interactions using hyperlinks

Year 4

Graphic Design

- **be able to** create an icon using different shapes and fill tools.
- **be able to** combine shapes and lines, then arrange them in front/behind each other.
- **be able to** combine shapes, colour and text to re-create an icon.
- **be able to** change the colour, size and style of text to match an icon, then arrange images and use masking and opacity

Year 3

- **take** photographs confidently
- **know how to** use various lines and fill tools plus copy/paste and rotation to create pattern effects.
- **know how to** use shapes, fill, copy/paste, zoom and flip to create reflective symmetry effects.
- **know how to** use stamps, copy/paste, layers and multiple frames to create animated GIF computer game graphics

Year 2

- **know how to** use lines and fill tools to make interesting patterns and mimic an artist's style, changing the tool thickness appropriately
- **know how to** add a variety of shapes (outlines and fill) and label them with text.
- **know how to** re-create graphics using pixels with different colours.

Year 1

- **know how to** change the colour of individual pixels to accurately re-create basic artwork.
- **be able to** make changes where required
- **know how to** change the colour of individual pixels to accurately re-create detailed artwork.
- **know how to** use zoom controls to help fill small shapes

EYFS

- **know how to** take a photograph
- **know how to** use a mouse and track pad to express creativity
- **know how to** use a fill bucket to colour an object
- **know how to** use a colour palette to colour in pictures

Year 6

- **understand** what virtual reality is and how it can be used to help people.
- **know how to** add, move and resize objects in a virtual reality environment
- **know how to** animate objects for realism.
- **know how to** use code blocks to add movement (with grouping) and interactions (conditions).
- **know how to** create multiple scenes of VR environments

Year 5

- **know how to** layer tracks using sounds and effects.
- **know how to** create effective instrument tracks.
- **know how to** edit tracks and effectively adjust volume and add effects.

Year 4

- **know how to** create a stop-motion video by duplicating slides that include backgrounds and shapes.
- **know how to** create animation using transition and animation effects (morph, motion paths, pulse etc), including taking and editing a screenshot.
- **know how to** animate individual elements of objects.
- **know how to** create animated GIF files by animating pixels.

Year 3

- **know how to** create ascending and descending scales.
- **know how to** add chords evenly across the scales.
- **know how to** add arpeggios and melodies.
- **know how to** add a steady and even rhythm.
- **be able to** use sampled sounds to create an effective mix.
- **know how to** build beats, melody (tones) and effects

Year 2

- **know how to** add a background and objects to a frame (including text)
- **know how to** copy/clone a frame and move objects to create an animation, including flipping objects.
- **know how to** create an animation with multiple objects moving simultaneously.
- **know how to** create animated drawings of characters by cropping photos and adjusting points of movement.

Year 1

- **understand** the advantages and disadvantages of making music on a computer.
- **understand that** different instruments make their own sound and that instruments can be divided into groups
- **know how to** create a rhythm using a pattern of beats
- **know how to** create digital sounds using patterns and shapes
- **know how to** create a simple melody using patterns and adjust tempo

EYFS

- **be able to** explore how sounds can be changed
- **be able to** create a phrase of music with shapes and patterns
- **know how to** create a melody and rhythm and change the tempo
- **be able to** represent own ideas through music
- **know that** real musical instruments are represented by computer versions

Creativity

History

History

Our aim is to stimulate children's knowledge and understanding of Britain's past and the wider world through an inquiry based hands- on learning approach. Children reflect on cause and consequences of past actions and how these continue to influence the present day. They discover a wide range of diverse and influential figures who have both shaped the past and the present and inspire our children to also make a difference to the world.

Our History curriculum is based around six concepts of history which

interweave through each History topic. Chronology, Significance,

Evidence, Diversity, Cause and Consequence and Change and Continuity are the structure on which all lessons are sequenced upon.

Each sequence of lessons begins with a Discipline wheel to discuss historical links to other

areas in the curriculum and wider thinking such as

Psychology and Philosophy. It is also an opportunity to assess prior

learning as well as information that the children would like to discover. Time lines of key events for each period are created either as a practical whole class activity in Key Stage two or as an independent task. These are then linked within a time line across the ages.

Key vocabulary is introduced taught explicitly to allow the children to independently explore and discuss the meaning of specific topic words. These are re-visited and reviewed in every lesson and future topics.

Deuteronomy 32:7

"Keep in mind the days of the past, give thought to the years of generations gone by.."

Year 6

Know and use appropriately the language of chronology when creating proportioned **timelines**.

Know how key events impacted and why the events altered thinking and ways of living.

Know and use dates and specific terms confidently to establish period detail. Make links between three periods in history, comparing and spotting similarities and differences.

Year 5

Know and use the language of chronology to interpret and create proportioned **timelines**.

Know how key events impacted and why the events altered thinking and ways of living.

Know and use key vocabulary to describe the passing of time so that they can demonstrate an understanding of duration and interval.

Year 4

Know how to use dates on a **timelines to discuss chronology.**

Know that events happen parallel to each other (during this time, this was also happening…)

Know and describe key features of three different periods of time.

Sequence the past in terms of periods.

Know that ancient means thousands of years ago.

*Vocabulary— **decade, medieval, empire, AD, BC, ancient***

Year 3

Know how to use a timeline for the period studied so that they can order events and understand cause and effect

Know how to sequence events in a simple narrative

Vocabulary— ***chronology, chronological order, prehistoric, during, while (e.g when describing the process of mummification)***

Year 2

Know where to place historical figures, events and artefacts in order on a given time line,

using dates where appropriate.

Know that the world was different in the olden days. Use **dates** and **given timelines** correctly

Vocabulary— ***new, past, present, timeline, future, today, tomorrow, century, period, ancient***

Year 1

Know how to correctly use simple timelines to sequence processes, events and objects within their own experience.

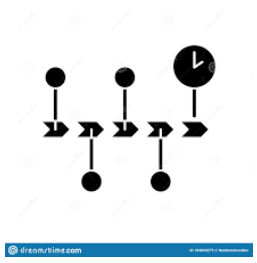
Vocabulary—***Then, Now, a long time ago, week, day, month, year, in the past, the olden days, not nowadays***

EYFS

Begin to know their own life-story and their family's history.

Sequence images of themselves as a baby, toddler and infant.

Recognise that things exist even when out of sight.



Chronology

Year 6

Know how to analyse a range of evidence to identify the type of

source produced and discuss its validity without prompting

Know two or more reasons why the voices of certain groups, including the poor, are under-represented in sources

Know of five ways that Newark 's link to the Civil Wars is reflected in the locality

Vocabulary - ***dictator, perspective, under-representation***

Year 5

Know what is meant by primary sources and show increasing confidence in identifying them

Know how to evaluate the usefulness of sources to a follow a specified line of enquiry

Know that past cultural influences can be seen in architecture and art

Know that the study of history can involve an interdisciplinary approach that draws on other subjects including science: archaeology, paleontology, geology, giving two examples of its application in context

Vocabulary - ***oral history, culture, architecture***

Year 4

Know what is meant by the term *propaganda* and identify it with support

Know how to cross-referencing information to see if other sources agree, rather than taking everything on face value.

Know that the study of history can involve an interdisciplinary approach that draws on other subjects including science: **archaeology, paleontology, geology**, giving two examples of its application in context

Know ways two versions of an event differ, and why (e.g. Boudicca's Revolt)

Year 3

Know how to make simple deductions form evidence: the teacher in a Victorian school is holding a cane, they must be strict

Know how to combine information from more than one source e.g. books and internet, compared with video, oral evidence.

Know that there were many ancient civilisations and compare what we can learn from the surviving artefacts

Go beyond the literal and what can be seen and the weaknesses in eyewitness accounts. Raise questions about evidence us.

Vocabulary - ***palaeontology, archaeology, reliable***

Year 2

Know where to find artefacts, pictures, stories, online sources and databases so they can find out about the past

Know how to find answers to questions about objects by looking in information books.

Know how to reference clues in evidence to draw simple conclusions about their own lives and others around them

Know that there are potential weaknesses in eyewitness accounts.

Vocabulary - ***palaeontology, archaeology***

Year 1

Begin to use a range of sources to identify some details and answer simple questions

Uses historical vocabulary to describe the main features of an artefact.

Can make deductions about artefacts, spotting clues to function and use and can talk about

Can consult and use information from two simple sources to find information

Vocabulary - ***document, artefact***

EYFS

Know that information can be retrieved from books and computers

Asks appropriate questions of others to find out about the past

Look closely at similarities, differences, patterns and change

Vocabulary - ***fossil, museum, discover, discovery***

Evidence

Year 6

Know three ways that morale was sustained on the home front in WWII and why this was important

Know three ways how Britain had a major influence on world history (e.g. **abolition of slavery**, **industrialisation**)

Know how the Vikings advanced ship building and navigation as well as the influence on language.

Know that crime and punishment was different over the last 1000 years and the significant change in the 1900's

Vocabulary - ***craftsmen, sculptors, Castillo, serpent, warriors, dictator, holocaust, blitz***

Year 5

Know reasons why certain events, people and changes might be seen as more significant than others, including concepts of local, national and global change.

Know more complex interplay between **causes or consequences** (Civil War) and justify own ideas about which are more significant

Know the significance of learning about ancient **Maya** and the socially and cultural developments.

Know that portraits played a significant part in how a monarch ruled their country. (Early **propaganda**).

Year 4

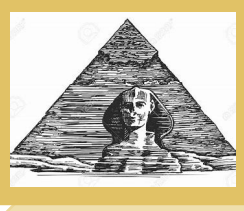
Know that during Queen Victoria's reign there were many significant events (parliament, postage stamps, the Mines Act).

Know what impact this has had on following events and the way that we live today. Know how the Anglo-Saxons impacted the change of direction of religion from Paganism back to Christianity.

Be able to order significant events of the Roman Empire and discuss why they are the most/least significant.

Vocabulary - ***government, paganism, Christianity, postal service, sarcophagus, empire, invasion, emperor, conquer, Boudicca***

Year 3



Know the concepts of civilisation, monarchy and parliament as significant recurring themes

Know the importance of gods, the Nile and the annual floods to the lives of the Egyptians

Know that 22nd June 1948 began a period of Migration and is known as the 'Windrush generation'.

Know how society and community formed and the evidence used to prove their significance.

Vocabulary - ***ancient, engineer, navigate, explorers, settlers, hieroglyphics, mummification, Pharaoh, tribe, stone age, bronze age, Iron age, Neanderthal***

Year 2

Know one or more reasons why an event happened in the past

Know that castles were built for powerful and significant people for safety.

know the significance of the first moon landing and how Amy Johnson impacted the lives of others.

Know why subjects were taught in the past.

Vocabulary - ***cavalier, roundhead, civil, coast, Amy Johnson, Wright Brothers, Neil Armstrong, Buzz Aldrin***

Year 1

Know why houses have changed (significant to different periods/monarchs)>

Know why the invention of the telephone and the printer were so important and how they have changed the course of history.

Understand and describe how the introduction of electricity in the home changed people's lives.

Know how the creation of the railway impacted on the lives of everyday people (Seaside)

Vocabulary - ***royal, reign, design, Victorian times, Bell, Caxton***

EYFS

Know about and discuss special past events in their own life and in the lives of family members

Know that we celebrate certain events, such as bonfire night, because of what happened in the past

Know the significance of special occasions which have happened in the past and are planned to happen in the future

Vocabulary - ***Guy Fawkes, celebration, special***

Significance

Year 6

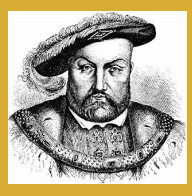
Know three ways that life changed for women during WWII and women have equal rights in armed forces.

know that some crimes in the past occurred due to societies' **injustices** .

Know that medieval justice was loaded in favour of the rich and powerful (Link to Robin Hood robbed from the rich, including the church, to give to the poor.)

Know that Adolf Hitler was trying to build a German empire, part of which involved persecuting people he deemed as 'different'

Year 5



Know and name four ways that they think the ideas of a historically /geographically remote society would admirable/desirable today .

Know that religious intolerance/fear was one cause of the Civil Wars and give details.

Know that we can learn a great deal from ancient civilisations and that there are similarities and differences in other civilisations.

Vocabulary - ***liberating, justice, monarchy, reign***

Year 4

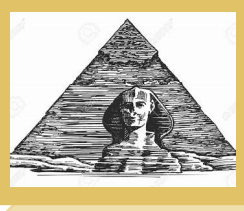
Know that the Romans used slaves, inc. Britons, and this is a recurrent theme in the history of empires

Know how many people arrived on Empire Windrush and why they came and how this has created a richer, more diverse Britain.

Know that some Britons fought against the Romans and give three reasons why. Understand that opportunities for poor and rich people differed enormously in Victorian times. Investigate the rise of the Suffragettes.

Vocabulary - ***diversity, revolution, progression, segregate, suffragettes, equality, emancipation, Windrush, Caribbean***

Year 3



Know the differences in the roles of men, women and children in late Stone Age settlements and why this was.

Know the spiritual beliefs of ancient Egyptians

Know that rich and powerful Egyptians were buried elaborately in pyramids and describe two differences between rich and poor

Know and understand the discrimination faced by the 'Windrush generation' Link to our values.

Vocabulary - ***diverse, discrimination, segregate, injustice, equal opportunities***

Year 2

Know two or more ways that the experiences of the rich and poor varied greatly in the past

Know reasons why some people were not able to travel as quickly or as widely as others

Know about the living conditions for poorer and richer people at different times and how this changed their opportunities

Know that education opportunities were based on your family status./gender

Vocabulary - **rural, urban, similar, different**

Year 1

Know that homes can be very different around the climate and how people adapt to this.

Know the positive and negative of rural and town homes.

Know how Amy Johnson affected the opportunities of women who lived after her. Know how this change how people perceived women and what they were capable of?

Vocabulary - ***rich, poor, opportunities, lifestyle***

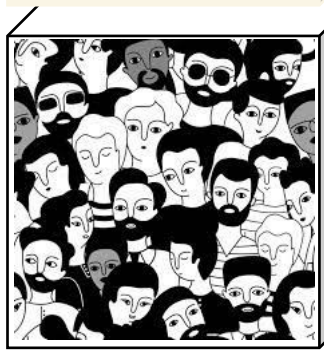
EYFS

Know that everyone is different

Know that we all have our own individual family background

Know that we all have cultural and religious backgrounds and that these must be treated with respect and valued

Vocabulary - ***fair, unfair***



Diversity

Year 6

Know 3 causes and consequences from the Lindisfarne monastery attack and how the Battle of Hastings ended the Anglo-Saxon and Vikings rule. Know that advances in exploration and travel stemmed from the Vikings

Know how Europe was changed by WW2 and that we are not ruled under dictatorship and have our own governance.

Know how attitudes to crime and punishment have led to a focus of rehabilitation and restitution.

Vocabulary: ***Restitution, rehabilitation, dictatorship, governance, propaganda***

Year 5

Know how Henry the Eighth changed the course of Christianity in Britain.

Know how the Civil War impacted on Newark.

Know how Maya inventions impacted the length of the civilization for over 2400 years

Know how overpopulation, environmental degradation, warfare , shifting trading routes and drought let to the end

Vocabulary- ***overpopulation, environmental degradation, warfare , economics, insurrection***

Year 4

Know that the transition of stone to bronze for tools by mining for copper and tin. Know that the decrease in sources of tin and the advance use of furnaces, led to the creation of Iron and the Iron age.

Know Egypt was unified by King Menes. Know how the invention of Iron contributed to the end of the Ancient Egyptians.

Know that the 'Windrush generation' struggled to find housing because of their race (link to nativity story/British values) and expanded the definition of what Britain was.

Vocabulary - ***therefore , prejudice, mother country, citizenship , immigration , hierarchy impact***

Year 3

Know how changes in travel have allowed us to travel the world. Predict future travel methods.

Know why castles were built and why we no longer build them.

Know how schools have changed from the past to the present.

Vocabulary- ***Monarchy, protection, war, modern***

Year 2

Know that homes look different from the past

Know what happened as a consequence of Bell bringing the telephone into Britain and of Caxton's printing developments. Name some modern forms of communication.

Know how beaches have changed over time and how travel advancements have allowed us to holiday in different countries.

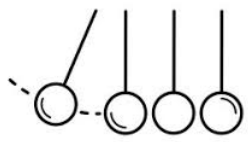
*Vocabulary—****communicate, past , present***

Year 1

Know how to reflect on their actions to be able to explain why they took the action they did when discussing 'myself'

Vocabulary - ***because***

EYFS



Cause and Consequence

Year 6

Know that propaganda still exists today on social media platforms. Know that we still have dictatorships e.g North Korea.

Know that crimes can still be punished through capital punishment.

Know that our language continues to be adapted due to cultural influences.

Know that Viking architecture (Stave churches), food traditions and mythology still exist today.

Vocabulary: ***Culture, adaptation, influence, propaganda***

Year 5

Know how the Civil War impacted on Newark.

Know the impact of the Reformation of the Church and State between 1535-1541

Know how punishment for crimes has changed from Anglo Saxon times to present day.

Know how the Maya had to adapt to survive in their environment.

Vocabulary - ***Reform, state, perspective, conflict, resolution.***

Year 4

Know the end of the Iron age was due to the Romans and forced Celts to be servants and slaves

Know that Roman roads are still used locally today.

Know how Victorian traditions still impact how we celebrate Christian festivals.

Know how the Victorians designed and created water systems. Know how these systems have since been developed.

Vocabulary— ***Continuity, developments, slavery, abolish***

Year 3

Know why the Egyptian's developed irrigation systems. Know and describe how these systems has been developed over time.

Name five changes that occurred between the Stone Age and the Iron age.

Know how the 'Windrush generation' caused such suspicion and intolerance and how modern generations understanding regarding race and equality are developing.

*Vocabulary—****develop, irrigation, adapted, diversity, pride***

Year 2

Know and explain 2 ways transport has changed over time.

Know how the way Newark castle is has changed over time.

Know and explain 2 ways schools have changed over time.

Identify things that have remained the same.

*Vocabulary—****develop, constant, age/aging, mature/maturing***

Year 1

Know and name how houses have changed over time (size/materials).

Know and describe how communication has changed.

Know how historically British Holidays were spent at the seaside.

Vocabulary: ***brick, stone, straw, mobile***

EYFS

Observe artefacts that change over time and some that don't.

Use language of change and 'the same' to describe artefacts.

*Vocabulary—****Change, the same***

Change & Continuity

Change and Continuity

Geography

GEOGRAPHY

We aim to provide a wide range of learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them. To develop a sense of responsibility for their community, country and the wider world.

At The King's C of E Primary Academy, we implement the following key areas of geographical study; Place, Sustainability, Change, Fieldwork and Mapping, and Human and Physical Features.

These areas are woven into our skills and knowledge progression document.

Teachers assess prior learning of previous skills, knowledge and vocabulary and introduce all new topics with a Discipline Wheel that encourages children to find links between Geography and other areas of the curriculum, as well developing wider thinking through Psychology and Philosophy.

Field studies are essential to help connect children with the world around them. These are woven into topics along with residential trips for each Key Stage. These trips are crucial to allow our children experiences of places different to Newark, places that will show them a contrasting locality and allow them to see the world as a wonderful and awe-inspiring place. As part of our vision for our community of children, we insist on developing a sense of responsibility; encouraging all children to look after the world and understand the impact of our actions and decision making processes.

Genesis 1:31

"God saw all that he had made and it was very good"

Year 6

know and name examples of **natural disasters** in North and South America

know where the popular products we buy come from and know the UK's, Germany's and North and South America's biggest exports

know that all products have a **supply chain** and investigate the supply chain of chocolate from farmer to **consumer**

know how major cities are located close to large rivers and understand that this was due to import and export .

know what some of **the wonders of the Americas** are.

know what countries make up North and South America

Year 5

be able to name three European rivers and locate on a map/globe.

know how the river Rhine compares with the river Trent.

know what some goods are that are **imported** to the UK and **exported** from the UK.

know the names of some countries that we import from and export to.

know how **trade** takes place today.

know where **climate change** has made the most impact.

Year 4

know the name of five of the world's mountain ranges, - **Himalayas , Alps, Andes, Rockies and the Atlas Mountains** and locate on a globe.

know where the world's climate zones are and relate to lines of latitude. Know the position of **latitude, longitude, Equator, Northern and Southern Hemispheres**

know the names of some European countries, including **France, Germany, Spain, Italy, Poland** and identify them on a map

know the names of some of the UK's rivers: **Severn, Thames, Yorkshire Ouse, Wye, Derwent, Tyne, Noe, Dee and Trent** (inc source and mouth) on a map

know which natural disasters take place where.

Year 3

know that the capital of Italy is **Rome** and that the **Vatican City** is located there.

know how Italy compares and contrasts with England and list differences between Rome and Newark.

know the names of at least five UK cities—**London, Edinburgh, Swansea, Armagh and Nottingham**

know which geographical questions to ask to establish whether a place is a city, town, village, coastal or inland area

know and locate at least five counties on a map of the uk, including **Nottinghamshire and Lincolnshire**

Year 2

know where to find the **polar regions** on globes and world maps and that colder countries are closer to these

know the world is spherical and identify the **Equator**, knowing that hotter countries lie along this line and that they are hotter because they are closer to our sun.

know the names of four deserts and locate them on a map of the world and on a globe—**Gobi, Mongolia; Sahara, Africa; Atacama, South America and Bardenas Reales, Spain.**

Year 1

know where the UK is on globe and where **Newark** is on a map of the UK

know the names of the UK countries and their capital cities and surrounding seas **London, Edinburgh, Cardiff, Belfast**

know what a **capital city** is and why

know of four coastal resorts in the UK: **Skegness in England, Tobemory in Scotland, Portstewart in N. Ireland and Conwy in Wales.**

know that maps, pictures and stories can be used to find out about places

EYFS

know that some places are special to them

know that we live and go to school in **Newark, England** and that **Britain** is an **island** surrounded by seas

know that the globe shows the different countries that make up the world and talk about differences that they have noticed or seen in video/pictures.

know that they have travelled to other places and be able to name some of them

Place

Sustainability

Year 6

know how **physical changes** have affected Earth since 1800

know what physical changes to the Earth are predicted to happen by 2050 and why

know how human activity has harmed the Earth

know **pros and cons of renewable energy sources**

,

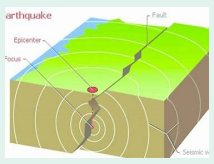
Year 5

know about the impact of human use of **natural resources** (water) and debate if this can be sustained

know three ways drinkable water is sourced around the world

know about the **conservation work** of the Canals & River Trust and explain the impact of their work on local communities in terms of **leisure, tourism and wellbeing** (near the water)

Year 4



know about early warning systems for **earthquakes** and **tsunamis** and the impact these disasters can have on people and places

know the terms **preservation** and **conservation** in relation to the aims of national parks

know how some animals are **endangered** and know why this is—investigate the impact of human action on wildlife.

Year 3

know of at least two ways that London or other cities are trying to cut **carbon emissions** to reduce air pollution and why (health and global warming).

know how **air travel** affects the environment

know how there are world plans to **cut emissions** and investigate what the Uk's plans are.

know where there are **electric charging points** in Newark

Year 2

know that energy can come from **oil, gas, the sun, wind and water power**.

know which energy sources are kinder to the earth and why.

know that taking care with **energy** is one way humans can impact climate change and identify ways that individuals can do this (walking instead of short car journeys, switching off lights, switching off devices when fully charged etc)

know some ways that **forestry** is **conserved** and the benefits of this

Year 1

know three ways to reduce waste with regard to food and packaging and give reasons why this is important

know that there are ways to **reduce and reuse** plastics and why this is so important for ocean life.

know three or more ways to care for the oceans

know that composting and collecting rain water are ways to care for natural resources

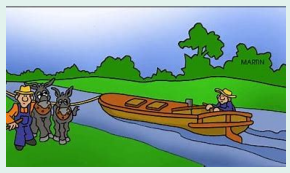
EYFS

know some ways how we can all protect the local **environment** and the plants and animals within it

know that it is important to save water and know simple ways we can do this

know that some **materials** can be **recycled** and how we can be super recyclers

Year 6



know how canals/rivers were used then and now (commercial versus leisure)

know some processes and problems when building **artificial waterways** and changing the landscape (Inc. **locks and aqueducts**)

know ways that life has changed in **North and South America** and the importance of sustaining the Rainforest

know that while humans affect the environment, natural changes also occur and relate to the **extinction** of dinosaurs and ices ages

know that burning **fossil fuels** produces **carbon dioxide** and this causes **global warming**

Year 5

know that 1 in 3 people worldwide still have no water at home and how the work of **Water Aid** has impacted lives in other countries

know factors that impact **water sanitation** and supply in South Africa, including Cape Town case study: climate change and 'alien' pine trees absorbing ground water on hills around city

know that not all countries in Africa have poor water sanitation and give reasons for this **understand** that both human-made and natural environmental changes (both temporary and permanent) and disasters can have significant impact on food chains and the landscape.

Year 4

know some of the considerations that might be taken into account when building new housing on flood plains

know ways to prevent inland flooding in different areas, including early **warning systems, the Thames Barrier**, diverting water through channels/notches into fields

know most **tsunami** are caused by **earthquakes** and explain the impact they have on landscapes and communities

know how land use has changed and is changing in the UK and explain why

Year 3

know the stages of the **water cycle**

know factors increasing flood risk: location (coast or river plain), heavy rainfall, melting snow/ice, very dry **compacted** soil

know the impact of flooding (specifically **Farndon** – **River Trent**, one other well-known flood area, and the **Steinbach Dam**, Cologne), including damage to buildings, livelihoods, power cuts, disease and even death

know the Earth's layers to understand how mountains are formed .Know that mountains can be: **fold, block, dome, and volcanic,** and are further shaped by weathering

Year 2

know that polar ice is melting because **global temperatures** are rising and this is called **climate change**

know two ways that **rising sea levels** will affect animals and people and make their own model to simulate this

know and use the term **deforestation** to describe cutting down trees to use their natural resources

know three ways that humans have changed **Sherwood Forest**

Year 1

know about the seasonal changes of daylight hours, temperature and precipitation in the UK

know that **tourism** has a seasonal pattern and explain four ways in which tourists impact a **coastal town** positively and negatively

know that weather can change quickly and forecasts help prepare people for different types of weather

know that some jobs and activities are dependent on the weather, including types of farming

know that **blizzards, tornadoes and drought** are extreme forms of weather with associated problems

EYFS

know that people can change the **environment** in different ways, such as growing and gardening

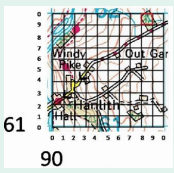
know that weather changes, naming different weather types and describing each with accurate vocabulary—**blustery, sunny, windy, snowy, stormy, drizzly etc**

know and name the 4 **seasons**

know that the seasons bring change and orally describe what these changes mean for us

Change

Year 6



know effective ways to present data from **fieldwork** and map work to support/challenge a geographical idea

know how to present statistics about a place, including the use of digital technologies

know the geographical significance of **longitude** including day and night and time zones

know how to use **six-figure grid references**. Work with maps of different **scales** understanding what map scale factors are showing

Year 5

know how to draw conclusions from statistics collected through **fieldwork and map work** about a place

know ways to present statistics such as a range of charts and graphs

know and use a greater range of maps including those showing **climate zones** and those showing population density

know that gov.uk provides important advice to British travelers about locations, including Capetown, regarding considerations about their human and physical features (e.g. **laws, hazardous weather/environments, medical** etc)

Year 4

know and use fieldwork to answer a geographical question, including 'How is land used in Newark?', using terms: **residential, commercial, industrial and agricultural**

know how to respectfully express their own views about a place with reasons.

know how to use **four-figure grid references**

know that atlases have different maps of the same region and explain that political maps show human borders/countries; topographical maps show landscape features, including **contour lines** to show elevation in relation to sea-level

Year 3

know how to use fieldwork tools, including **digital technologies**, to record the physical and human features about a place

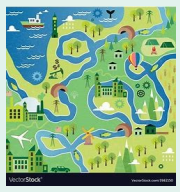
know and use the eight points of the **compass**.

know Ordnance Survey symbols for human features in cities

know how to identify **peninsulas, headland, beaches, coves and bays on maps**

know how to use the **contents and index pages** of atlases to quickly find a location

Year 2



know and use simple fieldwork skills to study the geography of the locality of the school and its key **human and physical features**

know ways that people prepare **for polar explorations and research**

know that aerial images and plan perspectives are bird's eye views of places and recognise familiar **landmarks** from them

know how to use **simple grid references** such as A1 and B1 and simple compass directions

know symbols for forestry on OS maps and know colours for forestry on vegetation belt maps.

know that the simple maps they devise need symbols to communicate features.

Year 1

know and use simple **fieldwork tools** in the school grounds, including simple **field sketches and tally charts** (e.g. trees or litter)

know and use some tools that are used to gather information about the weather (**wind vane, thermometer and rain gauge**).

know how to present weather statistics using simple charts such as pictograms . Know symbols for waterways on different maps.

know the four main points of compass **North, South, East and West**

know that aerial photos capture a different view of the world from above.

EYFS

know that maps show the features in a place

know how to make '3D' maps using construction toys and models to represent places they know

know that 'go left' and 'go right' are instructions that can help direct people to places

Fieldwork and Mapping

Year 6

know how the geographical features of some UK regions affect usage (ie lack of canals in **elevated terrain**)

know physical features of North and South America and explain how these features impact on the people that live there and on the kind of occupations that they have

know why rivers are important within communities and why people chose to settle near them (especially River Trent linked to Newark, London on the Thames)

know how to describe the human geography of an area of North America

know that a **continent** is a large landmass and are groups of countries.

Year 5

know how geographers classify deserts (e.g. very low **precipitation**)

know features of **desert and other global biomes**, describing climate using terms: **arid, temperate, tropical and polar**

know five reasons to suggest why people migrate to Cape Town, including work, living costs compared to other cities, activities

know how to describe the features of a river in terms of **lower course, middle course and upper course**.

know what a **dam** is and be able to name/locate at least one.

know how **deposition** changes the shape of a river.

Year 4

know, suggest and collate a range of resources that will support in answering questions about the physical and human features of places (inc. digital technologies such as Google Earth)

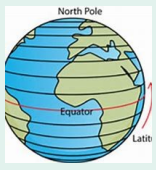
know that the type of rock found along the coastline and wave energy are two important factors in explaining the features that form there:

compare the physical and human geography of national parks: **Snowdonia and Majella** (Italy) along several lines of enquiry, including: **topography, biomes, climate, land area, land marks such as geysers, annual visitors, facilities (camping, shops, railway etc)**

know how land is used differently in two **UK locations** and how it differs in use in Italy to England

know how natural disasters (**volcano eruptions, earthquakes, hurricanes and tsunamis**) happen and name a famous event for each

Year 3



know geographical questions to ask to establish key **physical and human features** of places (e.g. Is it near the **poles/Equator**? Is it **mountainous**? What type of features will we find here?)

know ways to compare two locations (London and Rome): **river settlements, population, weather, vegetation, farming, cuisine, architecture and tourism, (including both cities' use of their cultural and historical heritage)**

know the journey and features of rivers, including **landforms** and explain how these are linked to the three river courses

know what the main features of a river are

know the **River Trent** flows from its source to the mouth and know **tributaries (Dove and Derwent)** increase water flow within it.

Year 2

know geographical questions to ask to establish what a place is like (e.g. What is this place like? What or who will I see ? What do people do in this place?)

know that seasides have differing features to those found in Newark and be able to name

know how physical features of the UK, compare to **polar regions,** including **daylight hours, vegetation (tundra) and temperature**

know how the human and physical features of a location in the UK (Newark) compare to a location in **India (Chembakolli)**

Year 1

know the difference between physical and human features and name some for Newark and Skegness.

know some features of UK coastal resorts, inc. **hotels, campsites, restaurants, amusement parks, piers and promenades**

know some physical features of UK coastal resorts, inc. **beaches, cliffs, headland, coves**

know three key human and three key physical features of **Newark and Skegness**

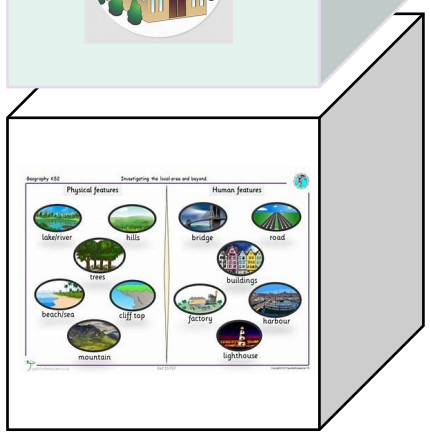
EYFS

know and name different key features and objects in their immediate **environment**, including home and school

know and name different key features and objects in their local environment, including: **shop, Church, river, school, castle**

know some environments are different to the ones in which we live, including: **woodlands, beaches and oceans**

know that life is different in different **countries**, including homes



Physical and Human

Music

Music

At The King's C of E Primary Academy, our intent is to instil a deep love and appreciation of music and create opportunities for all children to be able to understand, perform and create music through a wide variety of genres, across time and cultures. On a daily basis, music is used to calm, inspire and motivate children so that lives are enriched and improved.

Within the EYFS setting, music is an integral part of children's learning journey. Children learn a wide range of songs and rhymes and develop skills for

performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.

In Key Stage 1 children are introduced to a wide range of musical styles and learn how to play music by reading simple notation as they perform to their audience.

Children in Years 3-6 receive whole class specialist teaching. These

lessons allow children the opportunity to learn to play an instrument as part of an ensemble and to engender a love of music learning.

Throughout all sessions, the interrelated elements of music are developed. Performance is at the heart of musical teaching and learning at The King's and pupils participate in a range of performances during their school 'career'. Some children also perform in Rock Bands, having specialist tuition through Rocksteady. Opportunities to hear live music are woven into our charter of entitlement.

Psalm 95: 1

"Come, let us sing for joy to the Lord; let us shout aloud to the Rock of our salvation."

Year 6

- **know how to** use a variety of different musical devices in their composition (incl melody, rhythms and chords)
- **know how to** combine groups of beats within written notation, using 4/4 and 3/4 timing structures
- **know how to** use digital media to create a layered piece of music
- **perform** a piece of music on the ukulele as a member of a group
- **know how to** perform a piece of music, accurately on a tuned instrument such as a toot flute/recorder or ukulele, reading the notes/chords and keeping the rhythm true to the notation values.

Year 5

- **know how to** change sounds or organise them differently to change the effect
- **know how to** make notes to record aspects of the composition process
- **know how to** consider and use **tuned** and **untuned** instruments as extra layers to a melody
- **know how to** read and interpret chords in written music
- **know how to** use dynamics, tempo, pitch and rhythm effectively n their composition

Year 4

- **know how to** sing songs from memory with accurate pitch
- **know how to** join layers of sound, thinking about musical dynamics of each layer and understanding the effect.
- **know how to** use standard notation on a treble clef to record own compositions
- **Know** that **a** quaver = 1/2 a beat
- **Know** that music can be broken down into elements of verse and chorus

Year 3

- **know how to** create repeated patterns (ostinato) with different instruments
- **know how to** compose melodies and songs using pitched instruments (voice/recorder)
- **know how to** combine different sounds to create a specific mood or feeling
- **know** that **a** crochet = 1 beat, **a** minim = 2 beats and **a** semibreve = 4 beats
- **know how to** read and play the notes—G,A,B,C and D on the treble clef stave using a recorder
- **know how to** sing in tune with expression

Year 2

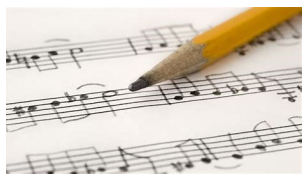
- **know how to** sing accurately at any given pitch, and follow any melody
- **know how to** improve their own work and evaluate the process as they go along
- **know how to** choose sounds which create an deliberate effect to evoke an emotion
- **know how to** make connections between notations and musical sounds
- **know** that dynamics are about how loud or soft music is
- **know** that music is written on five lines that is called a stave and has a treble clef at the beginning

Year 1

- **know how to** make different sounds with their voice and control how and when they use them for appropriate songs
- **know** how to make different sounds with instruments e.g. playing a tambourine 2 different ways, and playing a simple tune on a xylophone
- **know** how to use their voice to sing with accuracy and at an appropriate volume
- **know** that **pitch** is about how high or low music is
- **know** that pulse is about the steady beat in music
- **know how to** repeat (short rhythmic and melodic) patterns using pitched and unpitched instruments and their voice

EYFS

- **know how to** represent thoughts by using voice and untuned instruments to create music
- **know how to** explore the different sounds of instruments, choosing particular instruments / sounds in order to support and enhance their own imaginative processes
- **know** that music can be loud or quiet, fast or slow.
- **know** that tempo is about how fast music is played



Composition

Understanding that ideas and emotions can be expressed through the manipulation of pitch, dynamics, tempo, timbre, texture and structure in music.

Year 6

- **know how to** refine and improve their work
- **know how to** evaluate how the venue, occasion and purpose affects the way a piece of music is created
- **know how to** analyse features within different pieces of music
- **know how to** compare and contrast the impact that different composers from different times will have had on the people of the time
- **know how to** identify with the style of work of **Beethoven** and **John Williams**

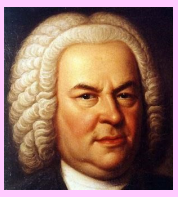
Year 5

- **know how to** use musical vocabulary to describe, compare and evaluate music , explaining why they think music is successful or not
- **know how to** suggest improvements to their own or others' work
- **know how to** choose the most appropriate tempo for a piece of music
- **know how to** contrast the work of famous composers and show preferences (using all previously studied composers)
- **know how to** identify with the style of work of **Schubert** and **Andrew Lloyd Webber**

Year 4

- **know how to** explain the place of silence and say what effect it has
- **know how to** identify the different purposes of music
- **know how to** identify with the style of work of **Mozart** and **Elton John**
- **know how to** compare music from cultures eg; Indian, reggae, country, hip hop
- **know** all strings instruments in an orchestra viola, violin, cello and double bass

Year 3



- **know how to** use musical words (the elements of music) to describe a piece of music and compositions.
- **know how to** use musical words to describe what they like and dislike about classical and contemporary music
- **know how to** identify with the style of work of **Bach** and **Eliot Kennedy**
- **know** the meaning of and use the word contemporary
- **identify** at least **three instruments from the strings section (** viola, violin and cello**)**

Year 2

- **know how to** listen out for particular things when listening to music (what instruments are playing, listen for the repeated melody, listen out for the chorus etc)
- **know how to** identify with the style of work of **Tchaikovsky** and **Ed Sheeran**
- **know** all woodwind instruments in an orchestra—flute, piccolo, oboe, saxophone, bassoon and clarinet
- **listen** to music played by others and describe how it makes them feel

Year 1

- **know** how to respond to different moods in music
- **know** how communicate in detail how a piece of music makes them feel
- **know** the meaning of and use the words **pitch/high low**, **pulse/steady beat**, **tempo/fast or slow**, **melody**, **feelings**, **classical** and pop music
- **know** how to identify with the style of work of **Vivaldi** and **Aretha Franklin**
- **identify** at least three instruments (**flute, clarinet and oboe**) from the woodwind section of an orchestra

EYFS

- **know** how to respond to songs and music in different ways – moving, drawing and/or making comments
- **know** how to express and discuss how a piece of music or familiar song makes them feel
- **investigate** and choose sounds to represent different things
- **know** and use the words **high/low**, **long/short**, **loud/soft**, **fast/slow** and identify these elements in music
- **identify** at least six instruments from percussion **(drum, piano, tambourine, triangle, maracas and cymbals)**
- **know** how to sing a range of simple songs and nursery rhymes using voices in different ways for different effects (alone and as part of a group)

Appreciation

Listening to and discussing pieces of music and understanding separate elements of a piece.

Art

Art

Our Intention at The King's C of E Primary Academy is for the art curriculum to enable every child to be able express their individual interests, thoughts and ideas, responding to the world as a curious and creative being.

Through first hand experiences children of all abilities will be able to communicate what they see, feel and think with colour, texture, form, shape and pattern through different materials and processes.

Through weekly sessions and themed art weeks, children will be proficient in a range of techniques and manipulation of tools and materials, exploring drawing, creating sketchbooks, printmaking, sculpture, design, painting, craft, textiles, multimedia and digital art.

Through discussion, children will become experts in exploration and appreciation of ideas and meanings through the work of a range of artists from around the world and will understand the historical and cultural development of their art forms.

Isaiah 64:8

"Lord, you are our Father; we are the clay, and you are our potter -we are all the work of your hand"

Year 6

- **develop** an awareness of composition, scale and proportion in drawings and paintings.
- **draw** for a sustained period of time over a number of sessions, working on and perfecting one piece
- **develop** a personal style when drawing and painting, considering colour, texture, tone and shade
- **mix** colour, shades and tones confidently building on previous knowledge
- **select** pencils, charcoals and paintbrushes/tools to create desired and planned effects

Year 5

- **work** in a **sustained and independent** way to create a **detailed drawing**
- **develop** a **key element** of their work: line, tone, pattern or texture.
- **develop** a **personal style** with shading (eg **cross hatching**) within own project work
- **develop** further perspective using a **single focal point and horizon**.
- **mix and match** colours to create **atmosphere** and **light effects**

Year 4

- **prepare** for painting with initial **sketches**
- **know** how to draw and paint faces accurately with **well proportioned** features
- **know** how to use **perspective** when drawing to show large items in the foreground & smaller items on the horizon
- **develop** sketching skills and develop a concept by improving and refining through drafts (Drawing nests/ Anglo Saxon architecture)

Year 3

- **know** how to make larger scale drawings by using a **grid ratio system**
- **know** how to apply their colour mixing skills thinking about how certain **colour combinations** effect the outcomes
- **investigate** how to develop more **subtle shadowing and shading**
- **apply** their knowledge of use **tints, shades and tones** in their paintings
- **know** how to use a grid to draw a detailed and realistic face—explore expression (Making drawings move)

Year 2

- **understand** how to draft develop? their drawings by making several progressive **drafts**
- **apply** their knowledge of a wide range of materials for drawing to create their own piece of art
- **observe** carefully and **know** how to draw more complex **3-D shapes** (e.g. vases)
- **know** how to make **tints** using white (animal faces)
- **know** how to make **tones** using black (animal faces)

Year 1

- **know** how to use fingers, wrist, arm, shoulder and body when drawing (drawing spirals/squiggle drawing /Autumn Floor drawings)
- **develop** sketchbook skills to develop looking closely at a 3D object (drawing feathers)
- **experiment** with drawing using a wide range of materials (e.g. **ball point pens**, **fine markers**, different types and sizes of paper, **A5, A4 and A3**, knowing the difference between **landscape and portrait**)
- **know** how to draw a 3-D object with **shading** (identify where the shade is and **smudge** it)

EYFS

- **Investigate** a wide variety of brush types—**sweeping brushes**, fine brushes, etc
- **know** how to hold and manipulate brushes correctly (**fine brushes** in Reception)
- **know** how to use a **hard and a soft** pencil
- **know** how to draw and paint 2-D to 2-D (from 2-D pictures/ photographs so that 3-D is not yet a focus)
- **Know** how to **mix** colours to make new colours

Proficiency – drawing and painting

Year 6

- **know** how to use **papier mâché**, **tab and slot, flange joints and interlocking slots** to create 3D sculptures
- **use finishing techniques** of a high quality to enhance the finished product
- **recognize sculptural forms** in the environment (furniture/buildings, etc)
- **model** and develop work through a combination of **pinch, slab and coil**
- **demonstrate** an awareness of a range of printing techniques

Year 5

- **know** how to make a sculpture **balance** (How does the sculpture balance)
- **know** how to join paper and card with **flange joints** and glue
- **develop** understanding of different ways of finishing: **glaze**, **paint**, **polish**
- **develop** skills in layering over an armature: newspaper frame for **Modroc**
- **develop** skills with clay combining **pinch**, **slabbing** and **coiling** to produce an end piece
- **know** how to **overlay prints** with other media

Year 4

- **know** how to cut out multiple patterns (e.g. paper dolls)
- **understand** lateral **inversion** and know why this is used
- **investigate** using a basic **armature** (skeleton inside e.g. using wire)
- **use recycled**, **natural** and **man-made** materials to create sculptures
- **know** how to layer with **papier mâché**, strengthening with PVA to create 3D sculptures

Year 3

- **know** how to cut **spirals**
- **know** how to print onto fabric
- **know** how to hide **attachments** so that joins cannot be seen
- **know** what a **net** is
- **know** how to use and make their own **nets** to create basic shapes

Year 2

- **know** how to cut out **precisely**
- **know** how to cut **even edge patterns** (e.g. **teeth** or **tessellations**)
- **know** how to create a **mono print** with **oil pastels** and **carbon copy paper**
- **know** how to **carve** and **print** with vegetables
- **explore curling** and **coiling** materials

Year 1

- **know** how to cut along a **line** (simple shapes)
- **know** how to cut through **multiple layers**
- **know** how to fold and cut (to create a symmetrical shape)
- **investigate** different materials to make **printing blocks** (e.g polystyrene)
- **know** how to make and use a simple **stencil** (cut a shape in paper and stencil it)

EYFS

- **know** how to hold scissors correctly
- **experiment** with **snipping** and **cutting** different materials for a purpose (e.g. spaghetti, foam, paper etc..)
- **know** how to snip and cut single layers of materials
- **know** how to cut in a more **controlled** way (not necessarily along a line)
- **understand** that they need to move the paper to help them cut

Proficiency – cutting, printing and sculpture

Year 6

- **Know** how to develop a range of ideas which show curiosity, imagination and originality.
- **Know** how to use sketchbooks to plan, investigate, research and test ideas and other approaches.
- **Know** how to use digital media to identify and research artists and designers.
- **Know** how to use digital media to collect and see art work.

Year 5

- **Know** how to engage in open ended research and exploration to initiate and explore personal ideas.
- **Know** that sketchbooks are used for a variety of purposes including, recording observations, developing ideas, testing materials, planning and recording information.
- **Know** that sketchbooks are places to explore personal creativity and as such they should be imperfect and demonstrate inquisitive questions.

Year 4

- **Know** how to use sketchbooks and drawing to improve understanding, inform ideas and explore potential.
- **Know** that sketchbooks should be places to explore, ask questions and demonstrate inquisitive exploration.
- **Know** that inspiration can come from many rich and personal sources to feed into creative projects.

Year 3

- **Know** how to gather and review information from different sources.
- **Know** how to gather resources related to their ideas and intentions.
- **Know** how to use a sketchbook for different purposes, including: recording observations, planning and shaping ideas.

Year 2

- **Know** that ideas can be generated by doing as well as thinking.
- **Know** that ideas can be expressed through art.
- **Know** how to use drawing to record ideas and experiences.
- **Know** that informed and intuitive choices can be made when creating.

Year 1

- **Know** that manipulating materials in an open-ended manner might give rise to ideas.
- **Know** to experiment you need an open mind.
- **Know** that looking at other people's work is a good way to inspire your own ideas.
- **Know** that ideas can be generated through hands on exploration without being constricted towards a pre-defined out-come.

EYFS

- **Know** that ideas can be expressed through art and design.
- **Know** that they have the power to create and make.
- **Know** that they have the freedom to try out lots of ideas and that there's no right or wrong way to create art.
- **Know** that they themselves are capable of being an artist;
- **Know** they have the ability to explore and develop different artistic elements and processes.

Creativity

Year 6

- **Know** how to refine and improve their work.
- **Know** how to evaluate how the occasion, audience and purpose affects the way a piece of art is created.
- **Know** how to analyse elements within different pieces of art.
- **Know** how to use videos and digital media to record and develop art.
- **Know** some of the works of **Hester Cox** (Yorkshire printmaker) and **Banksy** and know how they inspire others.

Year 5

- **Know** how to describe, compare and evaluate art using correct vocabulary.
- **Know** how to suggest improvements to their own or others' work.
- **Know** how to choose the most appropriate medium for a piece of art.
- **Know** how to look to the work other artists and designers to identify how to feed work.
- **Know** some of the works of **Henri Rouseau, Constable** and a sculptor (exhibiting at The Yorkshire Sculpture park)

Year 4

- **Know** how to start to identify the mood of a piece of art eg how do the colours in works by **Munch** and **Van Gogh** make us feel
- **Know** some of the works of **Michelle Reader** (Nottingham based sculptor) and know how they inspire others.
- Compare the works of artists who painted portraits/ sculptures of Queen Victoria and consider the purpose of these paintings (**Thomas Sully**, **George Hayter**, **Thomas Jones Barker, Robert Physick**, etc)
- Respond creatively to work by **Matisse** (Drawing with scissors)

Year 3

- **Know** how to use the elements of art words (line, tone, texture, colour, etc) to describe a piece of art of their own and others.
- **Know how** to use artistic vocabulary to describe what they like and dislike.
- **Know some** of the works of **Fernand Leger** (Amulets/Scarab Beetles), **William Nicholson** (Newark born artist 1872-1949) and know how they inspire others.
- Know how artists can help bring stories alive through their illustrations **(Quentin Blake)**

Year 2

- **Know that** evaluating creative work during the process as well as at the end helps feed the process.
- **Know how** to express clear preferences to a piece of creative work and give reasons.
- **Know how** to spot various elements (line, colour, shape ,texture, colour, form and space) in a piece of art.
- **Know some** of the works of **Antonio Gaudi, Georgia O'Keefe** and **Andy Goldsworthy** and know how they inspire others.

Year 1

- **Know some** of the works of **Andy Warhol, Vincent Van Gogh** and **Lowry** and know how they inspired others.
- **Know how** to describe what they think about the work of these and other artists.
- **Know that** people take pleasure in creating and that it can give other people pleasure too
- **Know how** to explicitly describe some simple artistic elements of different kinds of art E.G "**Lowry** used simple shapes and blocks of just a few colours to create **'At the Seaside'** and **'Beach Scene'**

EYFS

- **Know** that they have their own identity as an artist.
- **Know and name** artistic elements in a range of artwork – including their own and that of artists
- **Know** and communicate how a piece of art makes them feel
- Know how artists can help bring stories alive through their illustrations **(Eric Carle)**

Evaluation

Design Technology

DESIGN AND TECHNOLOGY

‘

At The King’s C of E Primary Academy, our desire is for every child to be able to take risks, become resourceful, innovative and enterprising; to use creative thinking and design within a defined purpose.

Through a variety of creative and practical activities at The King’s C of E Primary Academy, children will be taught the knowledge, understanding and skills needed to engage in a process of designing and making. Children will work in a range of contexts through our topic based approach, which allows for cross curricular links to be made.

Our children develop their skills through collaborative working and problem-solving, following the plan-do-review process. As they implement their design plans, we encourage them to apply their growing knowledge of materials, components, mechanisms, structures and health and safety to create quality products.

Our lesson delivery follows a clear structure of the design process looking at the design and development process, how this design can then be implemented effectively with careful consideration of the tools and skills needed to complete the making of the product balanced with careful evaluation throughout .

At The King’s, we provide a variety of opportunities for design and technology learning to take place inside and outside the classroom making use of our extensive grounds and outdoor learning area. In design technology, children will be challenged to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in this subject. They will be encouraged to fully explore the design process, evaluating their work at each stage to ensure that it is of the highest possible quality.

Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum have been made to give the children opportunities to learn life skills and apply skills to ‘hands on’ situations in a purposeful context.

Hebrews 3:4

For every house is built by someone, but God is the builder of everything.

Design and Develop

Year 6

- **know** different types of motions and directions of a motion.
- **know** the shell structures in everyday life (cars, aeroplanes, tins, cans).
- **know** where food comes from, describing the process of 'Farm to Fork' for a given ingredient.
- **Identify and name** the circuit components in a specified object e.g. game.
- **research** effectively to find solutions to inform the design of innovative products

Year 5

- **know** stronger and weaker structures.
- **know** the difference between beam, arch, truss and suspension bridge.
- **know** the key components used to create a functioning circuit.
- Generate, develop, model and communicate ideas through discussion, annotated sketches and prototypes

Year 4

- **know** that moving things have kinetic energy.
- **know** the importance of light, shadow and patterns when constructing a structure.
- **know** the impact of the cost and importance of budgeting while planning.
- **know** the environmental impact on future product and cost of production.
- **know** how to develop ideas through collaborative discussion around detailed sketches/plans

Year 3

- **know** how pneumatic systems work.
- **know** the difference between 'frame' and 'shell' structure.
- **know** that mechanisms are a system of parts that work together to create motion.
- **know** terminology: strut, tie, span, beam.
- **know** that climate affects food growth.
- **know** that each fruit and vegetable gives us nutritional benefits.
- draw annotated sketches to plan effectively

Year 2

- **know** natural and man-made structures.
- **know** when a structure is more or less stable than another.
- **know** that a lever is something that turns on a pivot.
- **know** how axels help wheels to move a vehicle.
- **know** that shapes and structures with wide, flat bases or legs are the most stable.

Year 1

- **know** that levers and sliders are mechanisms and can make things move.
- **know** that for a wheel to move it must be attached to an axle.
- **know** the vocabulary: up, down, left, right, vertical and horizontal to describe movement.
- **know** that a mechanism makes a toy or vehicle roll forwards.
- **know** whether a mechanism is a lever or slider and determining what movement the mechanism will make.
- Know the difference between fruit and vegetables.

EYFS

- **know how to** use a range of simple products.
- **know how to** use questioning in order to discover new information about products, i.e. who the product is for and how it is used.
- **know how to** articulate their thoughts and ideas about a product they have seen or made.
- **select** component parts to meet specific purpose

Year 6

- **know how to** strengthen structures by **manipulating** materials and shapes.
- **know how to** accurately cut, fold and assemble a net.
- **know** combinations of food that will complement one another.
- **know how to** use different decorative stitches with accurate and even spacing.
- **know how to** use a bench hook and saw safely and effectively to create a range of structures.
- **know how to** make **electromagnetic motors.**
- **know how to** make components and assemble them in order to make a stable frame.

Year 5

- **know how to** reinforce a structure, including using triangles.
- **know how to** use a saw safely.
- **know how to** create a strong beam and different shaped beam bridges: identifying **arch and beam bridges**.
- **know how to** adapt a recipe to make it healthier.
- **know how to** apply blanket stich to join fabric, leaving an even and regular space between stitches.
- **know how to** make a working circuit.
- **know how to** make mechanisms and/or structures using **sliders, pivots and folds** to produce movement.

Year 4

- **know how to** build on prior knowledge of **net structures and frame structures.**
- **know how to** reinforce concerns to strengthen a structure.
- **know how to** implement a **frame and shell structure**.
- **know** the benefits and disadvantages of different fastenings.
- **know how to** select a stitch to join fabric.
- **know how to** make an electrical object using an **electrical circuit and switch**.

Year 3

- **know how to** select suitable materials for a structure, considering: weight, compression, tension.
- **know how to** construct a range of 3D shapes using nets.
- **know how to** generate static electricity independently and use static electricity to make objects move in a desired way.
- **know how to** layer different materials for effect.
- **know how to** prepare themselves and a workspace to cook safely.
- **know how to** to join fabric using **cross stitch.**
- **know how to** make pneumatic systems and build secure housing for the system.

Year 2

- **know that** materials can be manipulated to improve strength and stiffness.
- **know how to** fold paper in order to build a strong and stiff structure.
- **know how to** use a template.
- **know how to** make linkages—**levels and pivots**.
- **know how to** join items together in different ways and the benefits of these techniques, including running stitch.

Year 1

- **know how to** turn **2D nets in 3D structures.**
- **know how to** make a stable structure being able to join items together using pinning, stapling, gluing
- **know how to** create a moving model that uses **levers and sliders.**
- **know how to** chop fruit and vegetables safely (**claw and bridge grips, knife safety**)

EYFS

- **know how to** use a range of tools for cutting, shaping, joining and finishing to make own products,
- **name** a variety of tools (**scissors, hammer, vice, hole punch**)
- **know how to** use a range of age appropriate constrictions kits
- **know how to** use hygenic practices when working with food ingredients
- **know how to** follow simple pictorial recipes and combine **ingredients**, under adult supervision, creating food products and other media i.e. playdough.

Implementation

Year 6

- **know how to** improve a design plan based on peer evaluation
- **know how to** test and adapt a design to improve it as it is developed
- **know how to** identify what makes a successful structure
- **know how to** action and apply points of improvement
- **know what** changes they would make/do if they were to do the project again

Year 5

- **know how to** adapt and improve own structures by identifying points of weakness and reinforcing them as necessary
- **know how to** suggest points for improvement for own product and those designed by others
- **know how to** evaluate the work of others and receive feedback on own work.

Year 4

- **know how to** describe what characteristics of a design and construction made it most effective.
- **know how to** test and evaluate an end product against the original design criteria.
- **know how many** criteria should be met for the product to be considered successful.
- **evaluate** the final product based on: the effect of shape and accuracy of workmanship on performance.
- **know what** makes a design effective and ineffective.

Year 3

- **know how to** evaluate an end product and think of other ways in which to create similar items.
- **know how to** use the views of others to improve designs.
- **know how to** test and modify the outcome, suggesting improvements.
- **know how to** evaluate own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.
- **know how to** suggest points for modification of individual designs.

Year 2

- **know how to** test and adapt a design.
- **know how to** identify aspects of their peers' work that they particularly like and why.
- **know how to** test the strength of own structures and identify the weakest part of a structure.
- **know how to** evaluate the strength, stiffness and stability of own structure.
- **know how to** evaluate own designs against design criteria, identifying ways to develop it further
- **reflect on** peer feedback to modify final design.

Year 1

- **identify** strengths and possible changes to their own product and those made by others
- **know how to** ask questions of others about what they have made and how they have gone about it
- **know how to** review the success of a product by testing it with its intended audience.
- **know how to** evaluate according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't.
- **know how to** test mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move.

EYFS

- **know how to** explain how their product works
- **ask questions** to **evaluate** what others have made
- **notice and talk about** what is good about someone else's design
- **know how to** articulate why they have chosen certain materials when designing and making a product.

Evaluation

PE

The early years of a child's life are central to their growth and development. This applies to their physical development as much as any other area. One of the greatest benefits of physical education (PE) is that it improves children's physical and mental health at the same time.

Children who are involved in regular PE are much more likely to have better physical health when compared to those who don't. We aim to offer a PE curriculum that ensures our children grow strong muscles and bones, with lots of opportunities for outdoor learning and physical activity such as pushing, climbing, running and jumping. We encourage break times to be vigorous and energetic as much as possible because historically, levels of child obesity in our communities have been higher than the national average, and we have a responsibility to address this.

We also know that PE also has the potential to greatly boost children's memories, improve their concentration and support the development of positive mental health.

We want our children to discover talents at an early age and receive the support they need to develop them. Our wider curriculum supports this ambition: children have opportunities to play in teams, representing our academy as football players, rugby players, netball players and hockey players. This is because we believe that if these talents are well taken care of in Primary school, many children will remain active, giving them a love of sporting activity into adulthood.

Proverbs 24:5

"A wise man is full of strength,

and a man of knowledge enhances

his might."

Year 6

- to know and understand the reasons for warming up and cooling down
- be able to carry out warm ups and cool downs, safely and effectively
- understand why exercise is good for health, fitness and wellbeing
- know ways that they can become healthily
- be able to compose individual, partner and group dances that reflect the chosen dance style
- be able to show a change of space, timing and dramatic expression in dance movements and motifs
- develop an awareness of their use of space
- be able to perform with confidence using a range of movement patterns
- be able to demonstrate imagination and creativity in response to stimuli
- be able to combine flexibility, techniques and movements creating a fluent sequence
- be able to fit actions to the rhythm of the music, showing a change of pace and timing
- be able to move stylishly using various levels, ways of travelling and motifs
- be able to dance with fluency, control and precision, linking movements and ensuring transitions flow
- be able to apply skills and techniques with accuracy and control
- be able to use complex dance vocabulary such as assess, technique, isolation, tempo and dynamics
- be able to modify sequences as a result of peer and self-evaluation
- be able to choose and use criteria to evaluate their own and others performances

Year 5

- be able to recognise and describe the effects of exercise on the body.
- be able describe how the body reacts at different times and how this affects performances
- be able to explain the importance of strength and flexibility for physical activity and health
- be able to explain why it's important to warm up and cool down
- begin to improvise with a partner to create a simple dance
- begin to show awareness of rhythm, spatial awareness fluency and expression within sequences
- be able to create motif from different stimuli, comparing and adapting to create longer sequences
- be able to use simple dance vocabulary such as motif, stimuli, improvisation, repetition, canon, unison
- be able to identify and repeat movement patterns and actions of chosen dance style
- be able to compose a dance that reflects the chosen dance style
- be confident when improvising with a partner or when working solo
- demonstrate precision and control, varying dynamics, actions and motifs in response to stimuli
- through evaluation, reflect on ways to improve dance , using specific vocabulary to describe this
- be able to modify their use of skills or techniques to achieve a better result
- be able to give feedback to others to further improve their performance
- bescribe how a performance has improved over time

Year 4

- be able to describe how the body feels before, during and after exercise
- be able to explain what they need to stay healthy
- be able to carry and place equipment safely
- be able to copy, remember and repeat actions
- be able to sequence actions to create a motif or use a stimulus.
- be able to vary the speed and level of their actions
- be able to use simple choreographic devices e.g. unison, canon and mirroring
- be able to improvise independently to create a simple dance
- be able to use different transitions within a dance motif
- be able to move in time with music and improvise the timing of their actions
- be able to perform and sequence using a range of actions and body parts with some coordination
- be able to perform learnt skills with increasing control
- compete against self and others

Year 3

- be able to describe how the body feels when still and exercising
- be able to change the speed and direction of their actions and movements
- be able to create a controlled, short movement phrase that links ideas together
- be able to discuss their own performance and those of others

Year 2

Year 1

EYFS

Dance

Year 6

- to understand the importance and reasons for warming up and cooling down
- to be able to carry out warm up and cool downs safely and effectively
- know why exercise is good for health, fitness and wellbeing and ways they can become healthier
- be able to orientate themselves with increasing confidence and accuracy and when under pressure
- be able to clearly design an orienteering course, offering challenge to others
- begin to use navigation equipment (maps, compasses) to orientate around a course
- be able to communicate clearly to effectively complete a particular role in a team
- complete and compete in orienteering activities both as part of a team and independently
- be able to identify a key on a map and begin to use the information in activities
- be able to use a range of map styles and make informed decisions on the most effective
- be able to choose best equipment for an outdoor activity
- be able to create an outdoor activity that challenges others and prepare a course for others to follow
- be able to identify the quickest route to accurately navigate an orienteering course
- manage an orienteering event for others to compete in
- be able to communicate clearly and effectively with others when under pressure
- be able to work effectively as part of a team, demonstrating leadership skills when necessary
- to successfully use a map to complete an orienteering course and start to use a compass to navigate
- be able to organize an event for others
- be able to complete an orienteering course using improved techniques to improve speed
- be able to listen to feedback and improve an orienteering course from it

Year 5

Year 4

- be able to describe the effects of exercise on the body and how it reacts at different times
- know the importance of strength and flexibility and why exercise is good for their health
- be able to explain why it is important to warm up and cool down and give reasons
- be able to orientate themselves with increasing confidence and accuracy around a short trail
- be able to create a short trail for others with a physical challenge
- begin to recognize features of an orienteering course
- be able to identify and use effective communication to begin to work as a team.
- be able to identify symbols used on a key
- be able to communicate with other people in a tream and with other teams
- be able to experience a range of roles within a team and identify the key skills required to sucees.
- be able to associate the meaning of a key in the context of the environment
- be able to try a range of equipment for creating and completing an activity
- be able to make an informed decision on the best equipment to use for an activity.
- be able to plan and organize a trail that others can follow.
- begin to communicate clearly with others and work as part of a team
- be able to use a map to complete an orienteering course
- begin to complete activities in a set period of time
- be able to evaluate personal performances and activities
- be able to complete an orienteering course more than once, improve completion time
- begin to watch, describe and evaluate the effectiveness of a performance, give ideas for improvement
- be able to modify their use of skills / techniques to achieve a better result

Year 3

Year 2

-

Year 1

-
-

EYFS

Outdoor Adventurous Activities

Gymnastics

Year 6

- Be able to understand the importance of warming up and cooling down, carry out safely and effectively
- Be able to explain safety principles when preparing for and during exercise
- Be able to know that exercise is good for health, fitness and wellbeing and know ways to become healthier
- Be able to select ideas and compose specific sequences of movements, shapes and balances
- Be able to adapt sequences to fit new criteria or suggestions
- Be able to perform jumps, shapes and balances fluently and with control
- Be able to confidently develop and use precise, controlled placement of body parts in their actions, shapes and balances
- Be able to recognise the position of their center of gravity and where it should be in relation to the base of the balance
- Be able to confidently use equipment to vault in a variety of ways
- Be able to apply skills and techniques consistently, developing precision and control
- Be able to develop strength, technique and flexibility throughout performances
- Be able to be able to combine equipment with movement to create sequences

Rolls: forward from standing, straddle forward roll, pike forward roll, dive forwards roll,
Jumps: straight, tuck, jumping jacks, star, straddle, pike, straight jump half—turn / full turn, cat leap, cat leap half turn/ full turn, split / stag leap
Vault: hurdle step onto springboard, squat onto vault, straddle on vault, star jump off, tuck jump off, , straddle jump off, pike jump off, squat
through vault, straddle over vault
Shapes & Balances: 1,2,3,4 point balances, balances on apparatus, part body weight partner balance, group formation, spike, tuck, star,
straight, straddle shapes, front and back support
Travelling and linking actions: tiptoe, step, jump, hop, hopscotch, skipping, galloping, straight jump half turn/full turn, chassis steps, cat leap, cat leap half turn/full turn, pivot

Year 5

- Be able toto recognise and describe the effects of exercise on the body, describing how the body reacts at different times
- Be able to explain why exercise is good for your health and why its important to warm up and cool down
- Be able to know the importance of strength and flexibility for physical activity
- Be able to create a sequence of actions that fit a theme, independently and with others
- Be able to link and use an increasing range of actions, directions and levels in their sequences, developing the quality
- Be able to move with coordination, control and care; improving clarity, fluency, expression and technique
- Be able to travel in different ways; using turns, flight and jumps in their sequence
- Be able to improve the placement and alignment of body parts in balances—recognising center of gravity
- Be able to begin to use equipment to vault - in a variety of ways
- Be able to develop strength, technique and flexibility in movement throughout performances.

Rolls: crouched forward roll, forward roll from standing, straddle forward roll
Jumps: straight, tuck, jumping jack, star, straddle, pike, straight jump half-turn, cat leap, cat leap half—turn
Vault: hurdle step onto springboard, squat on, straddle on, star jump off, tuck jump off, straddle jump off, pike jump off,
Shapes & Balances: Large and small body part balances)including standing and kneeling), balances on apparatus, matching and contrasting partner balances, pike, tuck, star, straight, straddle shapes, front and back support
Travelling and linking actions: tiptoe, step, jump, hop, hopscotch, skipping, , straight jump half turn/full turn, chassis steps, cat leap, cat leap half turn, pivot

Year 4

Year 3

- Be able to describe how the body feels before, during and after exercise, carry out simple stretches
- Be able to explain what they need to stay healthy
- Be able to carry and place equipment safely
- Be able to create and perform a movement sequence
- Be able to copy movement and action sequences with a beginning, middle and end
- Be able to copy, explore and remember actions and movements to create their own sequences
- Be able to link actions to make a sequence (at least 2)
- Be able to recognise and copy contrasting actions (small/tall, narrow/wide)
- Be able to travel in different ways (e.g. rolling) changing directions and speed
- Be able to hold still shapes and simple balances; improving balances by using different parts of the body
- Be able to jump in a variety of ways and land safely with increasing control and balance
- Be able to climb onto and jump off the equipment safely
- Move with increasing control and care through different objects and equipment—around, under, over, through

Rolls: log, curled side roll (egg roll), teddy bear, rocking forward, crouched forward—with control
Jumps: straight, tuck, jumping jack, half turn, cat spring, cat spring to straddle
Vault: straight jump off **springboard**, hurdle step onto **SB**, straight jump off **SB**, tuck jump off **SB**
Shapes & Balances: standing / kneeling balances, large body part balances, balance on apparatus, balance with partner pike, tuck, star, straight, straddle shapes, front and back support
Travelling and linking actions: tiptoe, step, jump, hop, hopscotch, skipping, galloping, straight jump half turn

Year 2

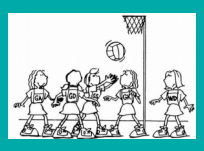
Year 1

- Be able to describe how the body feels when still and when exercising
- Be able to create a short sequence of movement
- Be able to roll in different ways with control
- Be able to travel, stretch and jump in different ways with control
- Be able to move around, under, over and through different objects and equipment.

Rolls: curled side roll (egg roll), log (pencil roll), Teddy bear roll
Jumps: Straight, tuck, jumping jack, half turn jump
Shapes & Balances: standing balances
Travelling and linking actions: tiptoe, step, jump, hop,

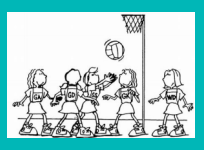
EYFS

Year 6



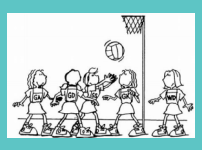
- Be able to know, understand the reasons for and carry out warm-ups and cool-downs safely and effectively.
- Be able to understand why exercise is good for health, fitness and wellbeing and to know ways they can become healthier.
- Be able to use different techniques to hit a ball and hit a bowled ball over longer distances.
- Be able to identify and apply techniques for hitting a tennis ball and be bale to explore when different shots are best used.
- Be able to develop a backhand technique and use it In a game and pactise techniques for all strokes.
- Be able to use good hand-eye coordination to direct a ball when striking or hitting.
- Be able to play a tennis game using an overhand serve and understand how to serve to start a game.
- Be able to throw and catch in different ways and know when each is appropriate in a game.
- Be able to use a variety of ways to dribble in a game with success and show confidence in using ball skills effectively in game situations.
- Be able to choose and make the best pass in a game situation and link a range of skills together with fluency.
- Be able to keep and win back possession of the ball effectively and in a variety of ways in a team game.
- Be able to demonstrate an increasing / good awareness of space and be able to shoot in a game.
- Be able to choose the best tactics for attacking and defending and apply knowledge of skills..
- Be able to use fielding skills as a team to prevent the opposition from scoring.
- Be able to understand when to pass and when to dribble in a game.
- Be able to devise and adapt rules to create their own game and lead others during a game.
- Be able to take part in competitive games with a strong understanding of tactics and composition, explaining why they have used skills.
- Be able to choose and use criteria to evaluate own and others' performance, suggesting thoughtful and appropriate improvements.

Year 5



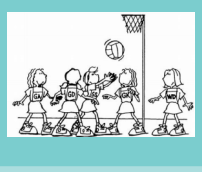
- Be able to recognise and describe the effects of exercise on the body and how the body reacts at different times
- Know that exercise is good for your health and be able to explain the importance of warming up and cooling down
- Understand the importance of strength and flexibility for physical activity
- Be able to demonstrate successful hitting and striking skills and develop and range of skills in striking (inc. fielding)
- Be able to practise the correct batting technique and use it in a game and be able to strike the ball for distance.
- Be able to use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.
- Be able to accurately serve underarm.
- Be able to build a rally with a partner.
- Be able to use at least two different shots in a game situation.
- Be able to use hand-eye coordination to strike a moving and a stationary ball.
- Be able to throw and catch with greater control and accuracy, using the correct technique in a game.
- Be able to perform a range of catching and gathering skills with control and increasing accuracy.
- Be able to throw a ball in different ways (e.g. high, low, fast or slow), developing different ways of throwing & catching.
- Be able to develop a safe and effective overarm bowl.
- Be able to move with the ball in a variety of ways and with a range of techniques, showing some control and fluency.
- Be able to pass the ball in 2 different ways with increasing speed, accuracy and success in a game situation.
- Be able to keep and win back possession of the ball in a team game.
- Be able to make the best use of a space to pass and receive a ball.
- Be able to use a range of attacking and defending skills and techniques in a game.
- Be able to use fielding skills to stop a ball travelling past them and as an individual to prevent a player from scoring.
- Be able to apply rules fairly, understand and apply basic principles, vary tactics used and adapt rules to alter a game.
- Be able to perform and apply skills and techniques with control and accuracy.
- Be able to compete against self and others in a controlled manner.

Year 4

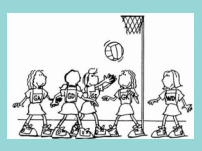


- Be able to throw underarm and overarm
- Be able to throw different types of equipment in different ways, for accuracy and distance and throw, catch and bounce a ball with a partner
- Be able to use rolling skills in a game in striking
- Be able to practice accurate throwing and consistent catching—use in a game
- Be able to throw for distance and vary types of throw used
- Be able to use hand-eye coordination to control a ball
- Be able to travel with a ball in different ways, directions (side to side, forwards and backwards) with control and fluency
- Be able to bounce and kick a ball whilst moving
- Be able to use kicking and dribbling skills in a game
- Be able to pass the ball to another player in a game in different ways
- Be able to use kicking skills in a game
- Be able to use different ways of travelling in different directions or pathways, directions or courses—at different speeds
- Be able to run at different speeds, changing direction
- Be able to use space in a game
- Be able to understand the terms attacking and defending and use simple defense skills e.g. marking a player, defending a space, dodging to get past a defender—to play a successful game
- Be able to follow simple rules to play games e.g. team games and understand the importance of rules
- Be able to use simple attacking skills e.g. dodging to get past a defender and defending skills e.g. marking a player or defending a space—use to play a game successfully
- be able to perform learnt skills with some control
- be able to engage in competitive activities and team games and compete against self and others
- be able to watch and describe performances—saying how they could improve e.g. increasing control and coordination

Year 3

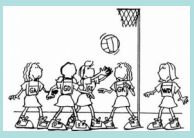


Year 2

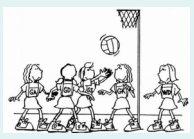


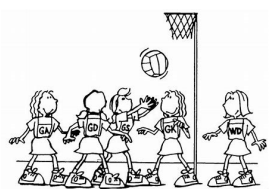
- Be able to describe how the body feels when still and exercising
- Be able to use equipment to control a ball e.g. hit with a bat or racquet
- Be able to roll equipment in different ways
- Be able to throw underarm and throw an object at a target; be able to catch using two hands
- Be able to move a ball in different ways, including bouncing and kicking— e.g. kicking at a target
- Be able to move safely around the space and equipment, controlling my body when performing a sequence of movements
- Be able to travel in different ways, including sideways and backwards
- Be able to play a range of chasing and simple games
- Be able to follow simple rules and talk about what they and others have done

Year 1



EYFS





Games

Athletics

Year 6

- Be able to know and understand the reasons for warming up and cooling down and do so safely and effectively.
- Be able to explain some safety principles when preparing for and during exercise.
- Be able to understand why exercise is good for health, fitness and wellbeing and know ways they can become healthier.
- Be able to accelerate from a variety of starting positions and select their preferred position.
- Be able to identify their reaction times when performing a sprint start, recapping and refining their technique.
- Be able to practise and refine their technique for sprinting, focusing on an effective start and building up speed quickly for a sprint finish, accelerating to pass other competitors.
- Be able to select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.
- Be able to identify and demonstrate stamina, explaining its importance for runners.
- Be able to demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
- Be bale to run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.
- Be able to work as a team to competitively perform a relay.
- Be able improve and develop techniques for jumping for distance and for standing vertical jump.
- Be able to perform an effective standing long-jump and land safely with control.
- Be able to perform the standing triple jump with increased confidence, maintaining control at each of the different stages.
- Be able to develop an effective technique for the standing jump and long jump, jumping for height and distance .
- Be able to land safely and with control, investigating different jumping techniques, measuring with accuracy.
- Be able to perform a fling / heave throw, measuring the distance of their throws accurately.
- Be able to throw a variety of implements using a range of throwing techniques.
- Be able to continue to develop techniques to throw for increased distance and accuracy and support others in improving their personal best.
- Be able to consistently perform and apply skills and techniques confidently with accuracy, control and precision.
- Be able to take part in competitive games with a strong understanding of tactics and composition.
- Be able to choose and use criteria to evaluate own and others' performances, suggesting thoughtful improvements.
- Be able to explain why they have used particular skills or techniques and the effect they have had on their performance.

Year 5

- Be able to recognise and describe the effects of exercise on the body.
- Be able to understand the importance of strength and flexibility for physical activity.
- Be able to explain why it is important to warm up and cool down.
- Be able to identify and demonstrate how different techniques can effect their performances.
- Be able to focus on their arm and leg action to improve their sprinting technique and carry out an effective sprint finish.
- Be able to perform a relay, focusing on the baton changeover technique.
- Be able to combine running with jumping over hurdles, focusing on trail leg and lead leg action.
- Be able to speed up/slow down smoothly, understanding the importance of adjusting running pace to suit distance being run.
- Be able to use one and two feet to take off and to land with, developing an effective take-off for the standing long jump.
- Be able to develop an effective flight phase for the standing long jump, landing safely with control.
- Be able to learn how to combine a hop, step and jump to perform the standing triple jump, landing safely with control.
- Be able to begin to measure the distance jumped.
- Be able to throw with greater control and accuracy, showing greater control in their overarm throw.
- Be able to perform a push / pull throw.
- Be able to continue to develop techniques to throw for increased distance and measure the distance of throws carefully.
- Be able to perform learnt skills and techniques and apply skills with control and confidence.
- Be able to compete against self and others in a controlled manner in a range of competitive games and activities.
- Be able to watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements.
- Be able to describe how their performance has improved over time.
- Be able to modify their use of skills or techniques to achieve a better result.

Year 4

- Be able to describe how the body feels before, during and after exercise and explain what they need to do to stay healthy.
- Be able to carry and place equipment safely.
- Be able to run at different paces, describing the different paces and vary stride lengths and speeds.
- Be able to show good posture and balance.
- Be able to jog / sprint in a straight line and change direction when jogging.
- Be able to select the most suitable pace and speed for distance.
- Be able to maintain control as they change direction when jogging or sprinting.
- Be able to complete an obstacle course and be able to run with basic techniques following curved lines
- Be able to perform a short jumping sequence and combine together with some fluency and control.
- Be able to jump as high / far as possible and land safely with control.
- Be able to jump for distance from a standing position with accuracy and control.
- Be able to investigate the best jumps to cover different distances.
- Be able to choose the most appropriate jumps to cover different distances.
- Be able to understand that the leg muscles are used when performing a jumping action.
- Be able to throw underarm and overarm.
- Be able to throw different types of equipment in different ways, for accuracy and distance.
- Be able to throw a ball towards a target with increasing accuracy and at targets of different heights.
- Be able to improve the distance they can throw by using more power or altering their throwing technique.
- Be able to begin to perform learnt skills with increasing control.
- Be able to engage in competitive activities and team games, competing against self and others.
- Be able to watch and describe performances and use what they see to improve their own performances.
- Be able to say how they could improve and talk about the differences between their work and that of others.

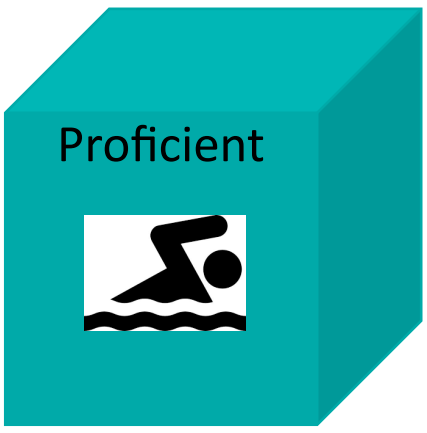
Year 3

- Be able to describe how the body feels when still and when exercising.
- Be able to run in different ways for a variety of purposes.
- Be able to jump in a range of ways, landing safely.
- Be able to roll equipment in different ways.
- Be able to throw underarm.
- Be able to throw an object at a target.
- Be able to control their body when performing a sequence of movements.
- Be able to participate in simple games.
- Be able to talk about what they have done.
- Be able to talk about what others have done.

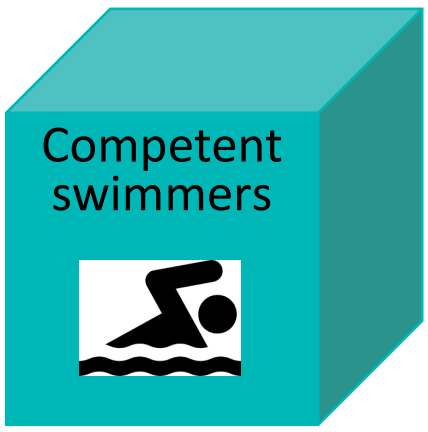
Year 2

Year 1

EYFS

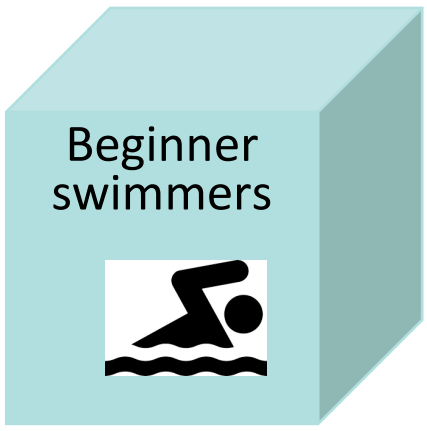


- Be able to perform a series of floats and rescue positons (HELP and huddle) in clothes.
- Be able to swim a length in clothing.
- Be able to describe an effective warm-up routine for swimming.
- Be able to understand why drilling legs and arms separately can help to improve overall stroke performance.
- Be able to evaluate stroke performance in others and provide constructive feedback.
- Be able to complete 25 meters of front crawl / breaststroke while demonstrating correct breathing technique.
- Be able to complete 25 meters of backstroke.
- Be able to complete an endurance swim of a minimum of 50 meters in a stroke of their choice.
- Be able to skull in a rotating movement of opposing directions.
- Be able to complete 10 meters of dolphin kick.
- Be able to understand the movements involved in the butterfly stroke and is able to describe them.
- Be able to demonstrate efficient rhythmic breathing in either front crawl or breaststroke for a minimum of 25 meters.
- Be able to retrieve several sunken objects in one breath.
- Be able to float with others in a group by performing a linking movement.
- Be able to perform an underwater push and glide on the back.
- Be able to perform several log rolls in succession.
- Be able to perform a standing dive from the poolside.



- Be able to explain how to be safe in different water environments.
- Be able to swim 10 meters in clothing
- Be able to take breaks when swimming a longer distance e.g. by treading water / floating on back.
- Be able to complete front crawl / breaststroke with rhythmic breathing and backstroke for 10 meters.
- Be able to complete 25 meters in any stroke.
- Be able to tread water for 60 seconds.
- Be able to scull feet first and head first.
- Be able to swim 10 meters underwater.
- Be able to perform a series of floats without touching the pool floor and perform floats out of depth.
- Be able to perform a log roll front to back and vice versa with no flotation.
- Be able to perform an underwater push and glide on the front and perform a forward roll in the water.
- Be able to perform a surface dive and dive to collect sunken objects.

- Be able to demonstrate the HELP position
- Be able to jump into deep water safely.
- Be able to know how to huddle in a group for warmth and understand how to recover from cold temperatures.
- Be able to understand the importance of treading water.
- Be able to climb out of the pool when out of depth.
- Be able to understand what sculling is and how it propels a person in the water.
- Be able to demonstrate what rhythmic breathing is and how it relates to efficient swimming.
- Be able to travel 10 meters on the front / back with no flotation.
- Be able to demonstrate front crawl arms.
- Be able to tread water for 30 seconds with no flotation.
- Be able to demonstrate breaststroke legs and arms.
- Be able to demonstrate kicking from the hip with pointed toes and no flotation.
- Be able to take deep breaths when submerging.
- Be able to demonstrate combining rhythmic breathing with swimming on the fornt.
- Be able to swim with held breath and face in the water.
- Be able to perform a star float, tuck float and pencil float.
- Be able to perform a push and glide on the front and back.
- Be able to log roll from front to back with flotation.
- Be able to perform a pencil dive.
- Be able to swim 25 meters of any stroke with flotation or breaks.
- Be able to collect a sunken object that requires full submersion.
- Be able to jump into deeper water.



- Be able to show an understanding of pool rules and shows understanding of the dangers of jumping into water
- Be able to know beach flags and know where to find a lifeguard.
- Be able to correctly enter and exit the water.
- Be able to demonstrate an understanding of correct body position when swimming.
- Be able to understand what makes them move forward in the water and the importance of buoyancy.
- Be able to understand how breathing and strokes are linked.
- Be able to scoop water with hands and scoop arms back over their heads.
- Be able to kick legs with pointed toes.
- Be able to travel 10 meters on their front / back with kicking legs and flotation.
- Be able to use kicking and sculling hands while on their back and with flotation.
- Be able to travel 10 meters with flotation.
- Be able to combine scooping and kicking on the front.
- Be able to walk 10 meters in the water in different ways: forwards, backwards and using sidesteps.
- Be able to tread water, show frog kicks with flotation.
- Be able to use kicking and straight backstroke arms while on the back and with flotation.
- Be able to use kicking and long, straight scooping arms while on the front and with flotation.
- Be able to get my face wet, blow bubbles and put me head under water to pick up a sunken object.
- Be able to use rhythmic breathing with movement: exhales into the water (with bubbles) and inhales with face out of water
- Be able to float on front / back with supporting flotation.
- Be able to perform a star float / tuck float / pencil float with supporting flotation.
- Be able to push and glide on their front / back with flotation. Perform a log roll from front to back with flotation.
- Be able to attempt a sitting dive into water and then fully submerge.
- Be able to swim 10 meters on front or back with flotation.

Swimming

NC guidance

- Be able to swim competently, confidently and proficiently over a distance of at least 25m.
- Be able to use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke).
- Be able to perform safe self-rescue in different water-based situations.
- Be able to explain how to stay safe around water

French

Modern Foreign Language

French

Intent

At The King's C of E Primary Academy, our desire is for every child to see the world as an exciting, rich and diverse place in which they can live, work and explore. We intend to give them a love of languages so that they are able to access rich opportunities later in life. Children in our academy who speak English as a second language are celebrated and their first languages are highly valued.

Implementation

Through a variety of creative and practical activities at The King's C of E Primary Academy, children will be taught the knowledge, understanding and skills needed to understand how to communicate in a different language. They will be taught by a teacher who is confident in speaking French and who can explain the grammatical rules clearly.

Activities will be memorable and engaging, taught systematically so that children are able to revisit and review prior knowledge frequently to embed their speaking and listening skills.

In a weekly lesson, children will participate in conversations with ech other and with the teacher. They will learn to read and write in French and discover lots about this neighbouring country. It is our aim that they become curious and enthused by diversity.

The rich diversity of our community is also celebrated. We encourage children to teach their peers greetings and simple phrases in other languages that are spoken in our academy so that that all feel respected and a valued member of the academy's community.

1 Corinthians 14:11

"But if I do not know the meaning of the language, I will be a foreigner to the speaker and the speaker a foreigner to me"

Listening and Speaking

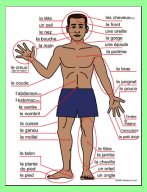
Year 6

- **use** a variety of conjunctions of être and avoir, pronouncing silent letters correctly
- **understand how to** ask and tell the time on the hour, half past, quarter to and quarter past
- **use** past, present and future phrases
- **understand and use** the words used to describe houses
- **produce** extended sentences relating to activities to rooms in a house
- **understand and use** the words used to describe a town and countryside (buildings and features)
- **use language** associated with direction giving

Year 5

- **understand and use** the words for different sports and hobbies and use 'je porte' in the context of clothing and sports clothing
- **understand and use** the words for transport types
- **give opinions about** different sports and hobbies
- **understand and use** numbers to 100
- **understand and use** the parts of avoir j'ai, tu as, il as, elle a, nous avons, vous avez…
- **understand and use** the words associated with describing the weather—give a simple forecast
- **describe** what pets people have using avoir

Year 4



- **recite** a French poem
- **say** parts of the body parts, clothing and parts of the face
- **understand and use** the words grand (large) and petit (small)
- **understand that** adjectives must agree with the nouns they describe
- **say and respond** to food nouns
- **give opinions about** food j'aime (I like), je préfère (I prefer), je n'aime pas (I do not like), je voudrais (I would like)
- **say and respond** to days of the week and months of the year, numbers to 31
- **say and respond** to words for family members, answering and responding to 'Tu as des frères ou des sœurs?'

Year 3

- **say and respond** to bonjour, salut and au revoir, quel âges as-tu?
- **say and respond** to Je m'appelle, Ça va? (How are you?) and Et toi? (and you?) using très bien, pas très bien and comme ci, comme ça
- **say and respond** to écoutez (listen), regardez, (look), levez-vous (stand), asseyez-vous (sit down) voici (here is) and et (and)
- **learn to sing** a well-known French song
- **say and respond** to the names of classroom items, colours, animals and numbers to 20.
- **say and respond** to

Year 2

- **understand** and use s'il vous plaît (please) and merci (thank you)
- **count** to five in French independently un, deux, trois, quatre, cinq
- **answer** the register with a French greeting—bonjour
- **tell** the teacher if they are having a hot meal or sandwiches—le dîner/sandwichs s'il vous plaît

Year 1

- **understand and use** the words oui and non
- **join in** with counting to five in French
- **join in** with counting in another language represented by a child in the same class
- **say** happy birthday in French—Bon anniversaire
- **say** thank you—merci

EYFS

- **be able to** understand a simple greeting in another language
- **know how to** reply to a simple greeting (bonjour) giving a response in the same language
- **understand** that French is spoken in France and elsewhere in the world

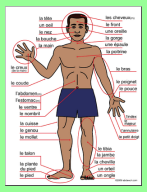
Year 6

- **read and write** the words associated with telling the time (on the hour, half past, quarter to and quarter past)
- **use** past, present and future phrases using avoir and être
- **read and write** the words used to describe houses
- **read and write** extended sentences relating to activities to rooms in a house
- **read and write** the words used to describe a town and countryside in descriptive sentences
- **read and write** the language associated with direction giving

Year 5

- **read and write** the words for different sports and hobbies and use 'je porte' in the context of clothing and sports clothing
- **read and write** words for transport types
- **read and write** the parts of avoir j'ai, tu as, il as, elle a, nous avons, vous avez…
- **read and write** the words associated with describing the weather
- **read and write** the numbers to 100
- **read and write** the words associated with pets and animals in general

Year 4



- **read and write** a French poem
- **read and write** parts of the body parts, clothing and parts of the face
- **read and write** the words grand (large) and petit (small)
- **read and write** food nouns
- **read and write** opinions about food j'aime (I like), je préfère (I prefer), je n'aime pas (I do not like), je voudrais (I would like)
- **read and write** days of the week and months of the year, numbers to 31
- **read and write** the words for family members

Year 3

- **read, understand and write** bonjour, salut and au revoir
- **read, understand and write** to Je m'appelle, Ça va? (How are you?) and Et toi? (and you?) using très bien, pas très bien and comme ci, comme ça
- **read, understand and write** Quel âges as-tu? J'ai sept/huit ans
- **read and sing** a well-known French song
- **read, understand and write** the names of classroom items, colours, animals and numbers to 20.

Year 2

- **read and respond to** s'il vous plaît (please) and merci (thank you)
- **read and respond to** un, deux, trois, quatre, cinq
- **read and respond to** le dîner/sandwichs

Year 1

- **read and write** the words oui and non (in place of yes and no for variety in cross-curricular activities)
- **read the words** un, deux, trois, quatre, cinq and match objects to them
- **read** Bon anniversaire
- **read and understand** merci

EYFS

- **understand that** the word bonjour (and greetings in other languages) carry meaning

Reading and Writing

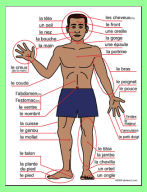
Year 6

- **know how to** use intonation when asking questions
- **know how to** use adjectives when making comparisons
- **learn how to** say 'to' with a place and 'pour' (in order to)
- **know how to** differentiate between past and present tenses
- **learn how to** say i/he/she went

Year 5

- **know how to** use the 1st, 2nd and 3rd person of the verbs avoir, être, vouloir, aller, parler and pouvoir
- **know how to** use basic prepositions
- **know how to** use past, present and future phrases
- **know how to** use is/are and possessive adjectives

Year 4



- **know how to** use a bilingual French-English Dictionary
- **know how to** find the plural form of a word in a bilingual dictionary
- **know that** adjectives and nouns must agree and that this affects their spelling
- **pronounce** the words with 'on' and 'om' nasal sounds and the phonemes an, r, eu
- **know** the words for my in French (mon, ma, mes)

Year 3

- **know how to** pronounce the phonemes é, ai, ch, in, in, eu, j, a, th and the short e
- **know that** the letters –z,-s and –t are silent when placed at the end of a word
- **know that** nouns are either masculine (un/le) or feminine (une/la)
- **know how to** form plurals for the nouns known
- **understand** the difference between j'ai and je suis and use appropriately
- **understand** the difference between le/la/les and know when to use each type of article

Year 2

- **know how to** pronounce the sounds correctly in the words learnt, including silent letters at the end of a word

Year 1

- **know how to** pronounce the sounds correctly in the words learnt

EYFS

- **know that** people around the world speak in other languages and that we can learn to understand them

Rules

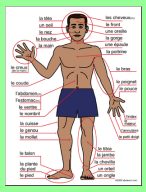
Year 6

- **know about** children's daily routine in France
- **learn about** the different regions on France and what each region is famous for
- **learn about** another famous city

Year 5

- **learn about** a typical day in a real primary school in France
- **learn about** the Mardi Gras carnival
- **know where** French is spoken around the world
- Pronounce the letters of the French alphabet

Year 4



- **learn about** the different types of French food and drink and where they are from

Year 3

- **learn about** the location of Paris
- **learn about** four famous landmarks (Eiffel Tower, Louvre Museum, Arc de Triomphe and Cathédrale Notre-Dame de Paris)

Year 2

- **know where** France is located and be ale to find it n a map and on a globe
- **know that** the capital city of France is Paris
- **learn about how** children typically celebrate Christmas in France

Year 1

- **learn** a simple counting finger rhyme in French
- **learn about how** children typically celebrate their birthdays in France

EYFS

- **know that** there are special foods associated with countries around the world and know some that are associated with France

Culture

FRIENDSHIP
isn't about
WHO YOU'VE KNOWN
the longest
IT'S ABOUT WHO WALKED
into your life, said
I'M HERE FOR YOU
and proved it
Good friends
ARE LIKE STARS...
YOU DON'T ALWAYS SEE THEM
BUT YOU KNOW THEY ARE
always there
A SWEET
friendship
REFRESHES
THE SOUL.
15/07/2021

RSHE/PSHE

Relationships, Health, Social and Emotional Education

Personal development, Relationships, Sex and Health Education are key elements to our curriculum that help children to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about internet safety to having successful relationships, we aim to teach children how to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

We aim to deliver a curriculum that supports the well-being of our children and tackles the issues that affect their ability to learn. We know that those who are emotionally healthy will do better at school. We help our children to develop skills and aptitudes, such as teamwork, communication, and resilience, that are crucial to navigating the challenges and opportunities of the modern world.

We want our children to aspire to live life in all its fullness. Our PSHE/RSHE curriculum is fundamental to giving them the tools to make this possible. Through our core schemes, 'Goodness and Mercy' and 'HeartSmart', we encourage critical thinking, resilience and self-belief as core skills for life. These schemes were chosen as they are underpinned by our Christian values, and enable children to acquire the knowledge, skills and understanding they need to manage their lives, both now and in the future.

1 Corinthians 13: 13

"Love is patient and kind; love does not envy or boast; it is not arrogant or rude..."

Staying Healthy

Year 6

- **identify some** of the worries and concerns that people might feel moving to a new school and identify ways in which someone can positively manage such a move
- **explain** the facts and laws surrounding the use of alcohol, smoking and drugs
- **show understanding of** the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health
- **recognise** that drug use can become a habit which can be difficult to break

Year 5

- **talk about** how to practise personal hygiene and can explain why it can be anti-social not to do so.
- **explain why** having some sort of spiritual practice may improve physical, emotional and mental health.
- **describe different** kinds of exercise, the impact on people's bodies and explain why exercise is good for your health
- **understand that** keeping healthy physically and spiritually will help their mental health

Year 4

- **be able to** plan a healthy diet and explain the possible dangers of not eating healthily
- **explain** why feelings can affect the way people behave
- **describe** strategies to manage feelings so that they do not have a negative impact on others
- **show understanding of** the different ways that people use the internet for bad purposes and outline how to avoid harm
- **explain how** to make wise choices online and why limiting screen time is a good idea

Year 3

- **explain why** good sleep and rest are important and what the effects of not getting enough sleep can be
- **talk about** how people can express their emotions such as anger and fear and suggest safe ways to do
- **demonstrate how** to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this.

Year 2

- **know how to be** a spiritual being, having calming, spiritual time
- **know that** it is healthy to limit time using screens (computers, games and televisions)
- **identify** how people use 'masks' online to be nasty and who to ask for help
- **be able to** name and talk about different types of exercise
- **make a link between** Christian teachings and know how people can regard, celebrate and protect their bodies, minds and souls.

Year 1

- **explain** what a good bedtime routine looks like
- **understand** which foods are healthy and good for us and which are not
- **know how to** talk about emotions and how sometimes we need to regulate them
- **list** what information should or should not be shared online
- **know how to** call for help if someone is hurt (safe adults/emergency services)

EYFS

- **know that** sleep is important and try to have a healthy bedtime routine
- **know that** it is important to clean teeth twice a day
- **know that** it is important to limit time on computer games and television time

Year 6

- **be able to** give examples of positive long-term relationships that bring joy and meaning to those involved
- **explain** the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness
- **explain** Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death
- **explain** what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love
- **explain** that Christians believe in the worth of every person and reflect on what this means to themselves

Year 5

- **give examples of** how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices
- **describe** what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable
- **explain that** marriage is a formal and legal commitment which is intended to be lifelong
- **explain** the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition and

Year 4

- **explain why** it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families).
- **demonstrate** that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc)
- **explain how to** recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice

Year 3

- **explain that** caring relationships are a key feature of positive family life and describe how people care for one another
- **discuss and evaluate** the different ways that they can show appreciation to those who care for them
- **describe** what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests
- **explain why** it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them
- **describe how to** be safe on the internet and how to avoid cyberbullies and cyberbullying
- **describe how not to** be a bystander when someone else is bullied

Year 2

- **talk about** how someone can show kindness to someone who is a friend in a way that they will like
- **recognise** if someone is lonely; talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity
- **know how to** support someone who has been hurt because someone has been unkind to them
- **explain that** most Christians believe that God loves people, that God has always loved them as an individual and always will

Year 1

- **talk about** the ways that they might show that they enjoy being in their families
- **understand that** different people have different kinds of families
- **talk about** what is the same across all families
- **talk about why** it is good to be kind to people
- **know what to do** when friendships break down—who can help, thinking about own actions, saying sorry, etc

EYFS

- **talk about** the people who care for them and give them love, and the things that they do to share that care
- **know** who they might go to for help if they feel unsafe or unhappy in their family
- **know** that their bodies belong to them, are incredibly special and should be protected
- **know and understand** the PANTs rule, identifying what is safe and unsafe touching
- **explain how** someone can tell a trusted adult if they feel unsafe and name their five trusted adults

Healthy Relationships

Year 6

- **describe**, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby
- **explain** the journey from pregnancy to birth
- **explain** the potential pitfalls surrounding sharing materials and images online
- **explain how** they can protect themselves from viewing harmful content
- **understand** that in the UK it is unlawful to have sex until you are 16

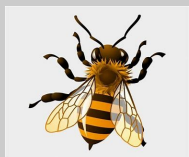
Year 5

- **give examples of** how the media and advertising can create a context where it is hard to feel attractive/have good self-esteem
- **describe** some strategies, beliefs or role models that can be used to counter competitive and unrealistic images
- **describe** strategies for handling peer pressure
- **suggest how** close intimate relationships might affect people physically, emotionally and spiritually
- **discuss how** people choose to have babies and can suggest criteria for when it might be a sensible time

Year 4

- **understand** that having a baby is a huge responsibility and that the baby needs constant care
- **demonstrate** that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc)
- **explain why** it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families).

Year 3



- **identify** the ways in which insects help pollination
- **explain that** caring relationships are a key feature of positive family life and describe how people care for one another
- **explain** what a bad secret is like and how to get help
- **explain** what right and wrong touching is and can show an understanding of what is appropriate behaviour in private/ public

Year 2

- **know** that flowers and trees reproduce by spreading their seeds (Science link)
- **make a link between** Christian teachings and know how people can regard, celebrate and protect their bodies, minds and souls.

Year 1

- **describe** the life-cycle of a butterfly (Science link)
- **describe** the life-cycle of a frog (Science link)
- **describe** the life-cycle of a hen (Science link)
- **understand** key Christian teachings, knowing that they are of great value and worth

EYFS

- **know** that chicks and ducklings hatch from eggs and that the eggs are laid by hens (Science link)
- **know** that frogspawn grows into tadpoles and then frogs (Science link)
- **know** that their bodies belong to them, are incredibly special and should be protected
- **know and understand** the PANTs rule, identifying what is safe and unsafe touching

Sex Education

Year 6

- **know how to** communicate opinions respectfully
- **know how to** use body language well
- **know how to** keep hands soft and strong
- **know when to** keep and when to share a secret
- **know that** marriage is a commitment of two people together
- **know how** to plan a healthy meal

Year 5

- **know how to** show love positively to self and others
- **know how** powerful people lead others
- **understand that** they can affect their own reputation
- **know that** they should make conscious choices over what they watch
- **understand that** it is important to be thankful

Year 4

- **know how** to show love towards others
- **know that** the meaning of words have consequences
- **know that** it is possible to 'grow' desirable characteristics
- **know that** it is important to know who to trust
- **know how** there are many characteristics of a healthy family life
- **recognise** things that affect personal well-being
- **reflect** on how they care for own and others' hearts

Year 3

- **know how** to show love to self and others
- **identify** kind and unkind behaviours
- **identify** emotions that are associated with certain memories
- **identify** people that we are grateful for
- **know how** to live healthily
- **identify** the risks of an unhealthy lifestyle
- **know how** to care for own and others' hearts

Year 2

- **know that** the choices we make affect those around us
- **understand how** to use our own power for positive purposes
- **understand that** the decisions we make affect our reputation
- **know that** our actions and words reflect what is in our heart
- **identify** special people and how they show us love

Year 1

- **know** that the choices they make can help or hurt the hearts of others
- **identify** sources of power (including themselves) and describe ways to use their power in positive/negative ways
- **know how** to describe and express personal feelings
- **know that** what we put into our hearts, must come out
- **know how** to show gratitude to others

EYFS

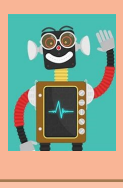
- **know how** to show concern for others when they are sad or hurting
- **know that** we are all unique and that this is very special
- **know that** we all have different emotions
- **explain** a few things that make them feel sad or happy
- **know how** to show kindness to others and understand how this makes them feel

Get HeartSmart

Year 6

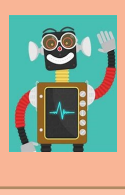
- **reflect** on how to have differing opinions and remain respectful
- **know that** they are priceless
- **know how** to encourage others
- **know that** we each have a unique life story
- **know how** to spot early signs of illness

Year 5



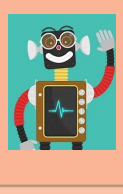
- **know that** we all have value and purpose
- **consider** how the words we listen to have an impact upon us
- **understand that** there are different types of pressure and ways that we can respond to them
- **know when** and how to access help

Year 4



- **identify** ways that they are loved
- **recognise** own strengths and achievements
- **consider** own uniqueness through physical attributes
- **know how** amazing our bodies are
- **know how** we can show love to others by helping tp prevent the spread of bacteria

Year 3



- **know how** to accept encouragement from others
- **remember that** we are all special and unique
- **know what** love is and what love isn't
- **know how** powerful letting love in is
- **know how to** keep growing gratitude
- **know how** some of our choice affect our health

Year 2

- **know how to** recognise own talents and strengths
- **know that** names are important and tell us a little about others
- **know how to** develop a grateful attitude
- **notice how** exercise affects heart rate

Year 1

- **know what** is appropriate and inappropriate contact
- **know how to** tell the difference between truth and lies
- **know how to** appreciate being unique
- **know that** saving is rewarding
- **know how to** take care of self

EYFS

- **know that** we are all loved and special
- **know how** to let love in
- **know how** we show different emotions
- **know what** is unique about each other—interests, personality, talents and skills

Don't Forget to Let Love In!

Year 6

- **know that** we are all different and the same
- **know how to** be a good listener
- **understand how** past generatons paved the way for our lives today
- **know how to** be a good friend
- **know that** there are benefits and dnagers of social media

Year 5

- **know that** too much selfie isn't healthy
- **know what** to do and who to turn to when help is needed
- **know how to** use good listening skills
- **know who** should be honoured and how to show honour
- **know of** the dangers of over sharing online

Year 4

- **know how to** become more aware of surroundings and people around us
- **suggest how** someone is feeling based on facial expressions and body language
- **appreciate** some unseen heroes
- **know that** it is good to accept help from others
- **know how to** use mobile phones and tablets sensibly and safely

Year 3

- **know how to** help others and how this makes everyone feel
- **know how to** respond in an emergency situation
- **recognise** the impact of kindness
- **know how to** listen to each other to work together well
- **know how to** keep private information a secret

Year 2

- **know how to** become more aware of surroundings and people around us
- **understand** ways in which to show kindness to others
- **know how to** appreciate people in the community who help us
- **understand that** we are wonderfully unique and complimentary
- **develop an understanding** of how to stay safe online

Year 1

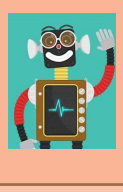
- **know how to** notice the people around us
- **know how to** show appreciation to others
- **know how to** work well in a team
- **know how** it is important to stay safe online

EYFS

- **know that** it is good to enjoy doing things with special people
- **know that** all families are special and unique
- **know how to** show people how we feel inside
- **know how to** show affection towards others
- **know how to** be thankful

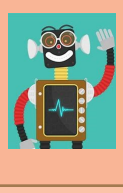
Too Much Selfie Isn't Healthy

Year 6



- **know how to** communicate differing opinions with respect
- **be able to** list strategies for dealing with conflict
- **understand what** challenges there are when we aim to forgive and how to overcome these
- **know that** our tone and body language convey more than our words
- **know when** it is ok to break a confidence

Year 5

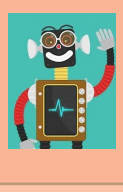


- **know how** forgiveness keeps our hearts healthy
- **develop** simple strategies to resolve conflict
- **know what** Nelson Mandela's life teaches us about forgiveness
- **know how to** respond positively to own mistakes
- **be able to** list strategies for dealing with bullying

Year 4

- **know that** there are ways to fix a broken friendship
- **know that** there are different types of stress and learn how to manage negative stress
- **know how to** recognise healthy boundaries and how to deal with online abuse
- **know that** dares are not always fun but can be harmful—kow how to say no confidently

Year 3



- **know what** forgiveness achieves
- **know how** letting go of anger is good for our hearts
- **know how to** build trust with friends and consider what betrayal of trust would do
- **know how to** recognise and challenge stereotypes
- **know how to** eradicate negative emotions

Year 2

- **know how to** say sorry and forgive others
- **know that** resentment is an unhealthy emotion and that we can deal with hurt in more healthy ways
- **know that** there are consequences for teasing and bullying
- **be able to** reflect on ways to deal with negative emotions

Year 1

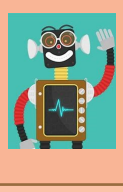
- **know why** forgiveness is important
- **know that** our behaviour affects others
- **know that** forgiveness helps our hearts
- **know how to** manage negative emotions and disappointment
- **know that** our word and action choices affect others

EYFS

- **know that** it is important to include others in their games
- **know that** it is important to listen to others
- **know how** it is important to use kind words
- **know how** to be kind to others, even if they are not kind to them
- **know how** to say sorry

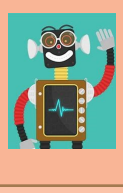
Don't hold on to what's wrong

Year 6



- **know that** they are loved—just as they are!
- **know how to** change negative self-talk into positive thoughts and self-talk
- **know how to** set boundaries to establish respectful friendships
- **know what** the facst are about vaccinations and immunisations
- **know of the** risks associated with legal and illegal substances

Year 5

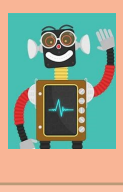


- **know how** images in the news, online and other media do not always reflect reality
- **know what to** do when feelings are hard to share
- **know who** it is safe to be vulnerable with
- **know how to** receive feedback well
- **know of** the risks associated with drinking alcohol

Year 4

- **understand that** the words we listen to affects how we feel about ourselves
- **know that** it takes courage to tell the truth but that this is the best way to maintain positive relationships
- **be able to** say no to dares
- **know of** the risky consequences associated with smoking

Year 3



- **know how to** believe that it is best to be the real version of yourself
- **know what** shame is and give examples of it
- **know what** is appropriate and inappropriate contact
- **know how to** build friendships based on truth
- **know how to** keep themselves and friends with allergies safe

Year 2

- **know that** there has never been and will never be another them
- **know that** we sometimes have false feelings about ourselves
- **be able to** describe how different emotions feel
- **know and describe** ways to be polite to others when meeting them
- **know how to** stay safe in the sun

Year 1

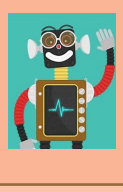
- **know that** it is always best to be yourself
- **know and name** who they can talk to when they are sad, worried or angry
- **know that** small lies can have a bug impact sometimes
- **know the** importance of good oral hygiene

EYFS

- **know how to** discover which words are true and which are untrue
- **know how to** be kind and encourage others
- **know the** importance of honesty
- **know that** being yourself is the best way to be
- **know that** being yourself is very special

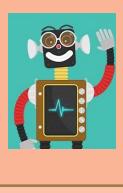
Fake is a Mistake!

Year 6



- **know how to** take the bridge to 'yet'
- **learn how to** grow in self-awareness to discover how they feel, why they feel this way and then discover what they need
- **know how** important hope is to sustain us
- **know the** benefits of stepping outside of our comfort zones
- **know that** brains change as we go through puberty

Year 5

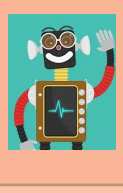


- **know that** there is always a way through seemingly impossible situations
- **know how to** live a life full of hope
- **know how to** look after self as we start to grow and change

Year 4

- **know what** skills and atiitudes are needed to develop strong endurance
- **know that** our habits can help or hinder us with our goal achievements
- **know that** we all need others to encourage us
- **be aware of** own goals and dreams

Year 3



- **know that** life is full of setbacks but also times of making great progress
- **know the** importance of getting back up again when they fail
- **know** simple ways to help others when they are injured
- **understand** that attitude affects our achievements
- **know how to** manage change positively

Year 2

- **know how to** look for alternative solutions to a problem
- **learn how to** find a way to overcome a challenge
- **learn how to** imagine good things happening when dealing with a worry
- **know how to** care for our environment by conserving energy used in the academy

Year 1

- **know that** there is always a way though a problem
- **know how to** keep trying, even when things are difficult
- **know the** difference between secrets they should and shouldn't keep
- **know that** there is a hidden potential inside everyone and discover/talk about personal dreams
- **know that** loss and change have similar feelings in us all

EYFS

- **know that** making mistakes is a normal way to learn
- **know that** life is full of challenges
- **know how to** keep trying when things are difficult
- **learn how to** express feelings around change

'No way through' isn't true!