



CEC Primary Curriculum, Progression and Coverage

Foreword

At Cranbrook Education Campus: Primary, we believe our curriculum should support the development of aspiring, well-rounded learners in line with our Vision and Values. To do this our curriculum is:



- **Knowledge rich** – containing the key knowledge for all subject areas. Pupils use knowledge organisers from Key Stage 2 that contain key information for each topic to self-quiz and improve what is stored in their long-term memory.
 - **Research Informed** – Based on the Theory of Learning ensuring all learning is based on a foundation of Prior Knowledge and that children have regular spaced opportunities to re-call and retain knowledge.
 - **Culturally diverse** – full of cultural capital with a specific focus on vocabulary development and being politically informed.
 - **Geographically relevant** – linked to local, national and international topics to help create a sense of place and belonging with a focus on [British Values](#).
 - **Fun and exciting** – lessons are engaging, creative, energetic, active and fluid
 - **Rigorous and aspirational** – providing challenge and clear feedback on how to improve.
 - **Linked to life skills** – a focus on financial awareness, health and nutrition, being physically and mentally healthy, environmentally conscious and confident about sex and relationships.
 - **Supportive of character development** – supports personal development, a love for learning and a growth mind-set
- **Curiosity driven** – providing opportunities for exploration, problem solving and working scientifically
 - **Contextually informed** – personalised to meet the specific needs of pupils.

Contents

Subject Long-Term Plans

1. [Reading](#)
2. [English](#)
3. [Maths](#)
4. [Science](#)
5. [Religious Education](#)
6. [Physical Education](#)
7. [History](#)
8. [Geography](#)
9. [PSHE, SMSC and British Values](#)
10. [Music](#)
11. [Art](#)
12. [Design and Technology](#)
13. [Computing](#)

Year Group Curriculum Maps

1. Nursery
2. Pre-School
3. Reception
4. Year 1
5. Year 2
6. Year 3
7. Year 4
8. Year 5
9. Year 6



CEC Primary Subject Long-Term Curriculum Maps

CEC Primary Reading Long Term Curriculum Map

At Cranbrook Education Campus Primary School, we love reading and value the many benefits that it provides. We believe it is key for academic success and it plays a big part across our Curriculum on a daily basis. We promote a reading culture that inspires children to love reading, makes them want to read and helps them to develop into ardent, avid readers and life-long learners.

All children, from Nursery to Year 6, visit our Library each week, either to choose a book or to work with our Library Assistant. Sessions can include input from adults about different authors, discussing and listening to stories or children can take out a book to take home and share with their family.



Children are able to use our Library for collaborative learning and developing independent research skills. Our Library Assistant supports children and staff in using the Library effectively and along with our lunchtime library club members, helps to keep it organised, updated and accessible to all.

Children in Years 2 to 6 follow Accelerated Reader (AR) - a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.

We love Accelerated Reader because it: gives children significantly greater choice in levelled books that offer appropriate challenge; provides immediate and regular feedback to children; allows teachers to make in depth and accurate assessments of children's reading and comprehension; motivates children to read independently and more frequently; and helps to develop a love of reading!

Children are able to choose books within their level from in their classrooms or from the school's Library. We work with our local Schools' Library Service to keep our book stock current and to ensure that we have something for everyone. Children are encouraged to recommend books to each other and to make suggestions to staff of any books that they'd like to see in the school's Library.

Children who are not yet following AR, progress through colour banded books – these are Phase and Set specific (in keeping with Letters and Sounds) books from Little Wandle, which match the children's attainment in Phonics. Adults will regularly listen to children read to assess their fluency and understanding and then match this to the appropriate book level. We expect families to regularly read with their children at home and make comments on the school's online reading record, Boom Reader which is monitored regularly so that we can target those that are not reading as much at home.

Years 2 to 6 have daily whole class Guided Reading lessons which focus on a different book each term; these are quality texts from a diverse range of authors chosen by the English Leader and supported by Literacy Shed+ (see year group curriculum overview documents for chosen texts). Adults and children read the book together and discussion and learning are focused around skills such as fact retrieval, inference, understanding an author's choice of punctuation and vocabulary or summarising what they have read so far. Each child in Years 2,3,4, 5 and 6 have at least one copy of each book between 2 children.

All year groups have Drop Everything and Read (DEAR) sessions at least once a day. This might involve the children reading independently or being read to by the class teacher; it is a time for everyone to literally drop everything and enjoy reading, nothing else

[English Subject Guidance](#)

Pre School

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Look at Me 	Where's my Teddy? 	Yummy in my Tummy 	Dinosaur Detectives 	Are we there yet? 	Animal Rescuers 

Reading

Main Story	Super Duper You	Where's my Teddy?	Eat your greens Goldilocks!	There's a T-Rex in Town	The Journey Home From Grandpa's The Train Ride	Mog and the V.E.T
Links to Wider Curriculum	A positive picture book that encourages children to celebrate their uniqueness and stop worrying about not fitting in with the crowd. "The trick is not to worry about what you are not. Instead enjoy the things you are and all the brills you've got!"	Eddy's lost his teddy, Freddy, so he goes off into the woods in search of the missing bear. The dark, horrible woods hold a gigantic surprise for Eddy, who discovers his teddy bear has grown much too big to cuddle. The story explores philosophical topics surrounding being afraid, personal "security blankets," feeling safe, possession, and strangers.	In Eat Your Greens, Goldilocks! the three bears play host to a very fussy eater. Goldilocks only likes things 'just so', and she hates eating vegetables! But the bears are determined to give her a healthy meal.	By imagining dinosaurs in modern-day scenarios, the children can learn about their size, diet and other features.	Hop in the yellow car and sing along while you look for all the other forms of transportation on the way home from Grandpa's. Children learn about different forms of transport.	Children learn about animal rescuers through Mog's visit to the vet to fix her hurt paw.

Reading at Home	Children are able to bring books in from home to share with the class, as well as taking picture books from our Library to share at home.
Reading for Pleasure	Drop Everything and Read (DEAR) Daily DEAR slots for the adult to read to the class, which the children vote on each day. Daily storytelling sessions are timetabled. Adults read a range of genres covering poetry, fiction and non-fiction. Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner

Reception

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Superhero Me (6 1/2 weeks) 	Blast Off (7 weeks) 	Treasure Island (6 weeks) 	Splendid Safari (6 weeks) 	Ready Steady... Grow! (6 weeks) 	Traditional Tales (7 weeks) 

Reading

Main Story	Hug for Humphrey by Steve Smallman	How to Catch a Star by Oliver Jeffers	Pizza for Pirates by Adam & Charlotte Guillain	The Selfish Crocodile by Faustin Charles and Mike Terry	Jack and the Beanstalk by Mara Alperin and Mark Chambers	The Gingerbread Man Goldilocks and the three bears by Susanna Davidson
Links to Wider Curriculum	Hug for Humphrey is an endearing story of friendship and perseverance. Through his friendships, he learns that everyone is unique and has their own special talent. This story links perfectly with the Reception children's	A story about possibilities and disappointments with a triumphant ending. About a boy who has to work out way to catch a star. Providing excellent links between the stars, planets and space to further develop the children's knowledge	This is a wonderful book of aspiration and chasing dreams. George, a young explorer, longs to meet a real pirate crew and become a pirate himself. So he sets sail with a cheesy treat to sustain him on his voyage. Along the way he meets	A story about friendship, kindness and trust. It helps children to understand that you should treat people the way that you should like to be treated. Based on world animals, it provides an excellent link to their Splendid Safari topic.	Jack and the Beanstalk is a traditional tale, which teaches children about adventure. It introduces children to fantastic onomatopoeic vocabulary and links to a topic where children themselves	Studying traditional tales is a perfect way for younger children to learn about different characters, story structure and moral lessons.

	first topic in the Autumn Term.	and understanding of the world.	scurrilous sea dogs and marine monsters - not to mention a feathered friend! This book teaches children that, if you can dream it, you can do it!		will grow their very own plants.	
Reading at Home	<p>Children are expected to read at least five times a week at home.</p> <p>Adults at home record each time their child reads on Boom Reader app.</p> <p>Boom Reader is checked daily by adults.</p> <p>Every child reads to an adult each week in school and children who do not regularly read at home read more than once to by an adult in school.</p>					
Reading for Pleasure	<p>Drop Everything and Read (DEAR) Daily</p> <p>DEAR slots for the adult to read to the class, which the children vote on each day.</p> <p>Daily storytelling sessions are timetabled.</p> <p>Adults read a range of genres covering poetry, fiction and non-fiction.</p> <p>Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.</p>					
Reading Assessment	<p>Reading Early Learning Goal:</p> <p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate an understanding when talking with others about what they have read.</p>					

Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	<p>Dinosaurs</p> 	<p>Location, Location, Location</p> 	<p>Ancient Egypt</p> 	<p>To Exeter and Beyond</p> 	<p>Significant Sport Stars</p> 	<p>Wonderful Weather</p> 

Reading

Little Wandle Phonics	<p>Review phase 3 + 4</p> <p>See Phonics and Early Reading Policy</p>	<p>Introduce phase 5 graphemes.</p> <p>See Phonics and Early Reading Policy</p>	<p>Phase 5 graphemes.</p> <p>See Phonics and Early Reading Policy</p>	<p>Phase 5 graphemes.</p> <p>See Phonics and Early Reading Policy</p>	<p>Phonics Screening Check</p>	<p>Phase 5 Graphemes</p>
Curriculum Linked Texts	<p>Goodnight Stories for Rebel Girls – Mary Anning</p> <p>Stone Girl, Bone Girl by Laurence Anholt and Sheila Moxley</p> <p>Dinosaur Bones by Bob Barner</p>	<p>Me on the Map by Joan Sweeney</p> <p>Collins First Atlas</p>	<p>Jeff Brown's Flat Stanley: The Great Egyptian Grave Robbery</p> <p>Goodnight Stories for Rebel Girls – Cleopatra</p> <p>Egypt Magnified by David Long</p>	<p>Usborne Illustrated Atlas of the Britain and Ireland</p> <p>The Big Book of the UK: Facts, folklore and fascinations from around the United Kingdom by Imogen Russell Williams and Louise Lockhart</p>	<p>Goodnight Stories for Rebel Girls, Stories for Boys Who Dare to Be Different and Stories for Kids Who Dare to Be Different – Sports Men and Women</p> <p>Wilma Unlimited by Kathleen Krull</p>	<p>The Story Orchestra: Four Seasons in One Day</p> <p>Ivy and the Lonely Raincloud by Katie Harnett</p> <p>The Little Raindrop by Joanna Gray and Dubravka Kolanovic</p> <p>Stories of the Seasons: Nature Stories Collection by Igloo Books</p> <p>All about Weather: A First Weather</p>

			Meet the Ancient Egyptians by James Davies		G Is for Gold Medal: An Olympics Alphabet by Brad Herzog and Doug Bowles Ready Steady Mo! by Mo Farah, Kes Gray and Marta Kissi Olympig! By Victoria Jamieson • The Frog Olympics by Brian Moses and Amy Husband	Book for Kids by Huda Harajli Lift-the-Flap Questions and Answers Weather: 1 (Questions & Answers) by Katie Daynes and Marie-Eve Tremblay Wind by Carol Thompson Rain by Carol Thompson Sun by Carol Thompson Storm by Sam Usher Sun by Sam Usher Snow by Sam Usher Rain by Sam Usher
Reading at Home	Children are expected to read at least five times a week at home. Adults at home record each time their child reads on Boom Reader app. Boom Reader is checked daily by adults. Every child reads to an adult each week in school and children who do not regularly read at home read more than once to by an adult in school.					
Reading for Pleasure	Drop Everything and Read (DEAR) Daily DEAR slots for the adult to read to the class, which the children vote on each day. Daily storytelling sessions are timetabled. Adults read a range of genres covering poetry, fiction and non-fiction. Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.					
Reading Assessment SONAR FORMATIVE STATEMENTS	<ol style="list-style-type: none"> 1. Apply phonic knowledge and skills as the route to decode words. (Word Reading) 2. Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes. (Word Reading) Target Tracker Statements 3. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (Word Reading) 4. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (Word Reading) 5. Read many common exception words from (English appendix 1). (Word Reading) 6. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. (Word Reading) 7. Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending. (Word Reading) 8. Read other words of more than one syllable that contain taught GPCs. (Word Reading) 					

9. Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). (Word Reading)
10. Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words. (Word Reading)
11. Re-read phonically decodable books to build up fluency and confidence in word reading. (Word Reading)
12. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which he/she can read independently. (Comprehension)
13. Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences. (Comprehension)
14. Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group). (Comprehension)
15. Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases. (Comprehension)
16. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. (Comprehension)
17. Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart. (Comprehension)
18. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. (Comprehension)
19. Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher. (Comprehension)
20. Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading. (Comprehension)
21. Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events. (Comprehension)
22. Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done. (Comprehension)
23. Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far. (Comprehension)
24. Participate in discussion about what is read to him/her, taking turns and listening to what others say. (Comprehension)
25. Explain clearly his/her understanding of what is read to him/her. (Comprehension) Answer questions in discussion with the teacher and make simple inferences. (Comprehension)

Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Vile Victorians 	What a Wonderful World 	The Great Fire of London 	Let's Go To China 	World War II VE Day 	Our Food, Our World 

Guided Reading

Book 1	Izzy Gizmo by Pip Jones	The Deep Dark Wood by Algy Craig Hal	Eliot, Midnight Superhero by Anne Cottringer	The Monster CrispGuzzler by Malorie Blackman	The Conquerors by David McKee	Cereal Superfan by Julia Donaldson
Links to Wider Curriculum	A lively story about perseverance and overcoming your frustrations to inspire children at the start of Year 2 - a year of challenge and higher expectations.	A twist on the original story to prepare and inspire children for their English learning next term.	An exciting adventure story to prompt discussion around how Eliot, Midnight Superhero, would have saved London in 1666.	A hilarious, heartwarming, early chapter book about a very strange teacher indeed! Written by acclaimed black children's author, Malorie Blackman.	A story with a wonderful message about unconventional ways to deal with war and this message of warmth and kindness shines through.	A wonderful, fun, accessible story from Julia Donaldson. This book will stimulate lots of talk about favourite foods and where in the world they come from to link in with their Geography learning this term.
Book 2	Izzy Gizmo and the Invention Convention by Pip Jones	Little Red by Lynn Roberts	Toby and the Great Fire of London by Margaret Nash		Rooster Wore Skinny Jeans by Jessie Miller	
Links to Wider Curriculum	The sequel to the first book above to allow children to make comparisons	Another wonderful, fresh re-telling of the classic fairy tale to inspire the children's	An action-packed historical adventure that seamlessly blends fact and		A delightful story about overcoming the need to please others and the	

	and learn about stories from the same author.	writing in English next term. The story is witty and amusing and there's plenty of creepy, dark visual delights to pore over.	fiction. Children will enjoy the pace and excitement, whilst learning lots of interesting facts about the Great Fire of London, which is their History topic this term.		importance of being yourself.	
Independent Reading and Reading at Home	<p>Children are expected to read at least five times a week at home. Adults at home record each time their child reads in their online reading diary (BOOM Reader). BOOM Reader is checked daily by adults. Children read to an adult in school every two weeks.</p>					
Reading for Pleasure	<p>Drop Everything and Read (DEAR) Daily DEAR slots for independent reading or for the adult to read to the class. Adults read a range of genres covering poetry, fiction and non-fiction. Topic Box of non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.</p> <p>Poetry Books: Silly Poems School Poems Quick Let's Get Out of Here Poems to Perform Pie Corbett Selection x 4 books A First Poetry Book Crazy Mayonnaisy Mum The Works KS1 Heard it in the Playground</p>					
Topic Related Texts	<p>- Selection from Devon Library Service -Vlad and the Florence Nightingale Adventure -100 Facts Victorian Britain -You Wouldn't Want to Be a Victorian</p>	<p>- Selection from Devon Library Service -Old Man of the Sea - Little Kids First Big Book Of The World by National Geographic</p>	<p>- Selection from Devon Library Service -Vlad and the Great Fire of London - The National Archives: The Great Fire of London Unclassified: Secrets</p>	<p>- Selection from Devon Library Service -The Magic Paintbrush -The Runaway Wok</p>	<p>- Selection from Devon Library Service -The Lion and the Unicorn - Tail-End Charlie</p>	<p>- Selection from Devon Library Service -The World Came to My Place Today -Usborne Look Inside a Farm by Katie Daynes</p>

	Schoolchild by John Malam and David Antram		Revealed! by Nick Hunter			
<p>Reading Assessment</p> <p>SONAR FORMATIVE STATEMENTS</p>	<ol style="list-style-type: none"> 1. Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. (Word Reading) 2. Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes. (Word Reading) 3. Recognise alternative sounds for graphemes. (Word Reading) 4. Read accurately words of two or more syllables that contain graphemes taught so far. (Word Reading) 5. Read words containing common suffixes. (Word Reading) 6. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Word Reading) 7. Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding. (Word Reading) 8. Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. (Word Reading) 9. Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. (Word Reading) 10. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently. (Comprehension) 11. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. (Comprehension) 12. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. (Comprehension) 13. Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. (Comprehension) 14. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. (Comprehension) 15. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases. (Comprehension) 16. Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. (Comprehension) 17. Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher. (Comprehension) Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading. (Comprehension) 					

Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	<p>Prehistoric Britain</p> 	<p>Villages, Towns and Cities</p> 	<p>The Shang Dynasty</p> 	<p>Mountains, Volcanoes and Earthquakes</p> 	<p>Ancient Greece</p> 	<p>Weather and the Water Cycle</p> 

Guided Reading

Book 1	Stone Age Boy by Satoshi Kitamura	One Christmas Wish by Katherine Rundell	Varjak Paw by SF Said	Pugs of the Frozen North by Philip Reeve and Sarah McIntyre	Operation Gadgetman by Malorie Blackman	The Iron Man by Ted Hughes
Links to Wider Curriculum	A story about a boy who travels back in time to the Stone Age, packed full of interesting facts.	A festive story about treasuring the people and values that really matter at Christmas.	A story about a cat who needs to save his family using a secret martial art to link in with the children's history learning and excite some of the reluctant readers in this year group.	It's a race to the top of the world! Packed full of jokes, characters and incident, the children will enjoy linking in their learning about mountains and cold, icy climates.	When Gadgetman accidentally invents a device that could be used to steal millions of pounds, the wrong people find out and Gadgetman is kidnapped!	Taken from the Times Educational Supplement list of 100 Books to Read Before You Leave Primary School. A compelling and exciting story with many excellent opportunities for vocabulary development.
Book 2	Amazing Grace by Mary Hoffman	The Proudest Blue by Ibtihaj Muhammad				
Links to Wider Curriculum	An awesome story about being yourself and not letting barriers get in your way. You can be	Olympic medalist Ibtihaj Mujammad explores the unbreakable bond between siblings and				

	anything you want to be, even if people tell you, you can't. A groundbreaking book about race, gender and self-esteem.	being proud of who you are. Follows on from the them of the previous term's picture book and links in to the children's SMSC learning this term on Valuing Difference.				
Independent Reading and Reading at Home	<p>Children are expected to read at least five times a week at home. Adults at home record each time their child reads in their online reading diary (BOOM Reader). BOOM Reader is checked daily by adults. Children read to an adult in school every two weeks.</p>					
Reading for Pleasure	<p>Drop Everything and Read (DEAR) Daily DEAR slots for independent reading or for the adult to read to the class. Adults read a range of genres covering poetry, fiction and non-fiction. Topic Box of non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner. Poetry Books: Pie Corbett Selection x 4 books Silly Poems Where Zebras Go The Dragon with a Big Nose</p>					
Topic Related Texts	<p>- Selection from Devon Library Service</p> <ul style="list-style-type: none"> - Ug: Boy Genius of the Stone Age - Stig of the Dump - A Pebble in My Pocket 	<p>- Selection from Devon Library Service</p> <ul style="list-style-type: none"> - Belonging by Jeannie Baker - A World of Cities - Flood 	<p>- Selection from Devon Library Service</p> <ul style="list-style-type: none"> - Willow Pattern Story - Tales from China 	<p>- Selection from Devon Library Service</p> <ul style="list-style-type: none"> - Escape from Pompeii - Amazing Islands - Earth Shattering Events 	<p>- Selection from Devon Library Service</p> <ul style="list-style-type: none"> - The Ancient Greek Mysteries - So You Think You've Got it Bad? A Kid's Life in Ancient Greece - Greek Myths by Marcia Williams - Meet the Ancient Greeks 	<p>- Selection from Devon Library Service</p> <ul style="list-style-type: none"> - The Rhythm of the Rain - Storm by Sam Usher - The Drop in my Drink: The Story of Water on Our Planet

**Reading
Assessment
SONAR
FORMATIVE
STATEMENTS**

1. Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)
2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)
3. Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.
4. Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways
5. Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
6. Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books
7. Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts
8. Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination
9. Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words
10. Understand what he/she reads independently by asking questions to improve his/her understanding of a text
11. Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
12. Understand what he/she reads independently by predicting what might happen from details stated
13. Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these
14. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech
15. Retrieve and record information from non-fiction
16. Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say

Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Roman Britain	Rivers	Anglo-Saxons and Scots	Migration	Vikings	Natural Resources
						

Guided Reading

Book 1	Who Let the Gods Out by Maz Evans	The Legend of Spud Murphy by Eoin Colfer	Planet Omar: Accidental Trouble Magnet by Zanib Mian	How to Train Your Dragon by Cressida Cowell	The Firework-Maker's Daughter by Philip Pullman
Links to Wider Curriculum	Follows on from the children's learning around Ancient Greece in year 3 and has links to their current historical learning of the Romans. Covers all content reading content domains.	A story about two boys who unwillingly have to spend time in the library with the nasty librarian and her potato gun! The boys discover a love of books and that Mrs Murphy isn't so bad after all. Boys in this year group particularly, will find this book funny and engaging.	The combination of Zanib Mian's hilarious text and Nasaya Mafaridik's fantastic cartoon-style illustrations make the Planet Omar series perfect for fans of Tom Gates and Wimpy Kid, which many of our children are. This book also links in well with the children's RE learning about Muslim religion as Omar and his family are Muslim.	This is a hilarious, fast paced story with wonderful illustrations and exciting scenes – perfect for children in studying the Vikings.	A very different kind of story this term and more advanced in preparation for children moving on.
Book 2			My Name is Not Refugee by Kate Milner		
Links to Wider Curriculum			This is a powerful and moving exploration that draws the young reader into each stage of the journey, inviting the chance to imagine the decisions he or she would make. Links in well with their Geography topic, Migration.		

<p>Independent Reading and Reading at Home</p>	<p>Children are expected to read at least five times a week at home. Adults at home record each time their child reads in their online reading diary (BOOM Reader). BOOM Reader is checked daily by adults. Children read to an adult in school every two weeks.</p>					
<p>Reading for Pleasure</p>	<p>Drop Everything and Read (DEAR) Daily DEAR slots for independent reading or for the adult to read to the class. Adults read a range of genres covering poetry, fiction and non-fiction. Topic Box of non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner. Poetry Books: Quick Let's Get Out of Here Pie Corbett Selection x 4 books Where Zebras Go Werewolf Club Rules The Works 4 Paint a Poem</p>					
<p>Topic Related Texts</p>	<p>- Selection from Devon Library Service - Empire's End – A Roman Story - Meet the Ancient Romans</p>	<p>- Selection from Devon Library Service - Why Water's Worth It -The Rhythm of the Rain</p>	<p>- Selection from Devon Library Service - Illustrated Tales of King Arthur - Anglo-Saxon Boy</p>	<p>- Selection from Devon Library Service - On the Move by Michael Rosen - Lubna and Pebble - Kind - All Are Welcome</p>	<p>- Selection from Devon Library Service - Viking Boy - There's a Viking in my Bed - The Dragon's Hoard - The 1000 Year-Old Boy</p>	<p>- Selection from Devon Library Service -Toby Alone -Window by Jeannie Baker</p>
<p>Reading Assessment SONAR FORMATIVE STATEMENTS</p>	<ol style="list-style-type: none"> 1. Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1) 2. Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1) 3. Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks 4. Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes 5. Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read 6. Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally 7. Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination 					

8. Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry
9. Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books
10. Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context
11. Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity
12. Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text
13. Understand what he/she reads independently by predicting what might happen from details stated and implied
14. Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these
15. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials
16. Retrieve and record information from non-fiction over a wide range of subjects
17. Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say

Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	The Benin Kingdom 	Informal Settlements 	Medieval Monarchs 	Earth's Biomes 	The Middle East (Reach) 	Energy and Sustainability 

Guided Reading

Book 1	Beowulf by Michael Morpurgo	Kensuke's Kingdom by Michael Morpurgo	A Series of Unfortunate Events by Lemony Snicket	Harry Potter and the Philosopher's Stone by J.K. Rowling	Children of the Benin Kingdom by Dinah Orji
Links to Wider Curriculum	<p>The epic Anglo-Saxon legend is brilliantly recreated by one of the best children's authors. This will be an exciting reminder of their Anglo-Saxon topic in Year 4 and the children will go on to read the original in Year 6.</p>	<p>With themes of resilience, friendship and trust, this popular book can inspire children to live by life's highest values. This will support children's understanding of the development of a 'kingdom'.</p>	<p>A bestseller in the top five bestsellers of the last decade. Its hilarious humour has proven to be popular amongst young children with rich and challenging vocabulary and language.</p>	<p>A classic modern fiction book that all children should read/hear and a more advanced book to spread across two terms of Year 5.</p>	<p>A gripping adventure story about the culture of the people of the Benin Kingdom. A great opportunity to retrieve historical knowledge from last term.</p>
Independent Reading and Reading at Home	<p>Children are expected to read at least five times a week at home. Adults at home record each time their child reads in their online reading diary (BOOM Reader). BOOM Reader is checked daily by adults. Children read to an adult in school every two weeks.</p>				

<p>Reading for Pleasure</p>	<p>Drop Everything and Read (DEAR) Daily DEAR slots for independent reading or for the adult to read to the class. Adults read a range of genres covering poetry, fiction and non-fiction. Topic Box of non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner. Poetry Books: I Don't Like Poetry Favourite Poems: 101 Children's Classics Be the Change Fantastic Football Poems Pie Corbett Selection x 4 books Rising Stars: New Young Voices in Poetry Cosmic Disco Quick Let's Get Out of Here</p>					
<p>Topic Related Texts</p>	<p>- Selection from Devon Library Service - Kingdom of Benin Short Stories: Ehi and Uki - Diary of An Edo Princess</p>	<p>- Selection from Devon Library Service</p>	<p>- Selection from Devon Library Service - Divers Daughter - Tudor Tales</p>	<p>- Selection from Devon Library Service - The Incredible Ecosystems of Planet Earth</p>	<p>- Selection from Devon Library Service - Daily Life in Ancient Sumer - Gilgamesh the King</p>	<p>- Selection from Devon Library Service - Earth Heroes: Twenty Inspiring Stories of People Saving Our World -Stories for Boys Who Dare to Be Different – David Attenborough</p>
<p>Reading Assessment SONAR FORMATIVE STATEMENTS</p>	<ol style="list-style-type: none"> 1. Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling 2. Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 3. Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 4. Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices 5. Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing 6. Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book 7. Maintain positive attitudes to reading and understanding of what he/she reads by 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 					

8. Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context
9. Understand what he/she reads by asking questions to improve his/her understanding of complex texts
10. Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
11. Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied
12. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
13. Distinguish between statements of fact and opinion
14. Retrieve, record and present information from non-fiction
15. Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously

Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Industrial Revolution 	Local Field Work 	Civil Rights 	Population 	Twentieth Century Conflict 	Globalisation 
Guided Reading						
Book 1	There's a Boy in the Girls' Bathroom by Louis Sachar	Street Child by Berlie Doherty	Journey to Jo-Burg by Beverley Naidoo	The Boy in the Striped Pyjamas by Jon Boyne	Oranges in No Man's Land by Elizabeth Laird	Wonder by R.J. Palacio
Links to Wider Curriculum	A heart-warming story of a young boy's search for friendship and acceptance to start the children's last year of Primary School.	The unforgettable tale of an orphan in Victorian London, based on the boy whose plight inspired Dr Barnardo to found his famous children's homes. This exciting and gritty novel will engage children and link back to their learning about the Victorians from last term.	Gives the reader a glimpse into the life of a young black girl in South Africa under Apartheid, which the children will learn about during their topic.	A thought provoking story about friendship and the horrors of the Second World War, preparing the children for their next topic.	A story set in a different 20th Century War than last term's, about how life continues in the midst of war and how children are the innocent victims caught up in it	A story to complete the children's time in Primary School, exploring how we behave towards others. A must-read for every Primary school child!

<p>Independent Reading and Reading at Home</p>	<p>Children are expected to read at least five times a week at home. Adults at home record each time their child reads in their online reading diary (BOOM Reader). BOOM Reader is checked daily by adults. Children read to an adult in school every two weeks.</p>					
<p>Reading for Pleasure</p>	<p>Drop Everything and Read (DEAR) Daily DEAR slots for independent reading or for the adult to read to the class. Adults read a range of genres covering poetry, fiction and non-fiction. Topic Box of non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner. Poetry Books: I Don't Like Poetry Favourite Poems: 101 Children's Classics Be the Change Fantastic Football Poems Pie Corbett Selection x 4 books Rising Stars: New Young Voices in Poetry Cosmic Disco Quick Let's Get Out of Here</p>					
<p>Topic Related Texts</p>	<p>- Selection from Devon Library Service - Abridged Oliver Twist - Son of the Circus, A Victorian Story</p>	<p>- Selection from Devon Library Service</p>	<p>- Selection from Devon Library Service - The Island by Armin Greder - Stories for Boys Who Dare to Be Different – Nelson Mandela - Goodnight Stories for Rebel Girls – Malala Yousafzai</p>	<p>- Selection from Devon Library Service - If the World Were a Village: A Book About the World's People</p>	<p>- Selection from Devon Library Service - Peace Lily - Poems from the First World War - Stories of the First World War</p>	<p>- Selection from Devon Library Service - Planet Under Pressure</p>
<p>Reading Assessment SONAR FORMATIVE</p>	<p>1. Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling 2. Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes 3. Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions 4. Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</p>					

STATEMENTS

5. Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books
6. Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart
7. Read age-appropriate books, including whole novels, with confidence and fluency
8. Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration
9. Understand what he/she reads by identifying how language, structure and presentation contribute to meaning
10. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
11. Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning
12. Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
13. Provide reasoned justifications for his/her views

CEC Primary English Long-Term Curriculum Map

At CEC Primary, we endeavour to create a love for writing. We want every child to leave the primary phase with the skills of an excellent writer who:

- Has the ability to write with fluency and has an author's voice;
- Thinks about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neatly;
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last - all children achieve a 'Personal Best' which is kept inside their books; each time they beat it they receive a Headteacher's prize and a new Personal Best replaces the previous.

Throughout their time at CEC Primary, children develop their writing skills by exploring a whole range of different genres. We expect the highest standards of writing every time a child writes in any subject, not just in English lessons, and place great importance on the planning, drafting, editing and rewriting process when writing at length. Teachers plan their writing sessions using No Nonsense Literacy, No Nonsense Grammar and Hamilton Trust resources.

Some of the genres that the children will experience are as follows:

FICTION: Adventure, Fantasy, Classic fiction, Plays and dialogue, Myths, Legends, Fairy tales, Fables, Traditional tales and Stories from other cultures

NON-FICTION: Letters, Information texts, Explanation texts, Instructions, Persuasion texts, Non-chronological reports, Recounts, Argument and debate Blogs

[English Subject Guidance](#)

Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	<p>Dinosaurs</p> 	<p>Location, Location, Location</p> 	<p>Ancient Egypt</p> 	<p>To Exeter and Beyond</p> 	<p>Significant Sport Stars</p> 	<p>Wonderful Weather</p> 

English

Fiction Texts	The Dragon Machine by Helen Ward	Oi Frog! By Kez Gray	'Snow White' from Classic Fairy Tales by Berlie Doherty and Story Box by Anne Laval	Lord of the Forest by Caroline Pitcher	Genre: Poetry Text: On the Road by Susan Steggall	The Disgusting Sandwich by Gareth Edwards
Links to Wider Curriculum	The perfect introduction to the legendary world of dragons, The Dragon Machine uses a clever mix of text and illustrations to describe how George, a young, overlooked boy, becomes aware of dragons hiding all around him.	Cats sit on mats, hares sit on chairs, mules sit on stools and gophers sit on sofas. But Frog does not want to sit on a log. Jam-packed with animals and silliness, this original rhyming story is guaranteed to get children giggling!	"Snow White" is one of the best-loved fairy tales of all time. Retold by Berlie Doherty, this enchanting story is beautifully illustrated by award-winning Jane Ray. Fairy tale magic to treasure forever.	Everything in the forest is new and exciting for little Tiger - grass growing long after rain, snakes slithering, Monkey whooping to his tribe. But every time Tiger tells his mother what he hears, she says, "When you don't hear them, then, my son, be ready. The Lord of the Forest is here!" Tiger is	Follow a family on their day trip to the sea. Join them as they drive past the garage, over the bridge and around the corner. Children will love to point out the roadworks, the bulldozer and the brightly-coloured cars. This is a simple story, for even the youngest child	One day, a boy drops his sandwich in a sandpit, and the race is on! A very hungry badger wants it, but he's just not quick enough. The sandwich is dropped, squashed and slithered over by everyone from a squirrel, to a fox, to a band of slugs. Will the badger ever get

				puzzled, and can't help wondering: who can the Lord of the Forest be?		his paws on that sandwich?
Reading	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences. • joining in with predictable phrases • discussing word meanings, linking new meanings to those already known. Understand both the books he/she can already read accurately and fluently and those he/she listens to by: • drawing on what is already known or on 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences. • joining in with predictable phrases • discussing word meanings, linking new meanings to those already known. Understand both the books he/she can already read accurately and fluently and those he/she listens to by: • drawing on what is 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences. • joining in with predictable phrases • discussing word meanings, linking new meanings to those already known. Understand both the books he/she can already read accurately and fluently and those he/she listens to by: • drawing on what is already known or on background information and 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences. • joining in with predictable phrases • discussing word meanings, linking new meanings to those already known. Understand both the books he/she can already read accurately and fluently and those he/she listens to by: • drawing on what is already known or on background information and 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences. • joining in with predictable phrases • discussing word meanings, linking new meanings to those already known. Understand both the books he/she can already read accurately and fluently and those he/she listens to by: • drawing on what is 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences. • joining in with predictable phrases • discussing word meanings, linking new meanings to those already known. Understand both the books he/she can already read accurately and fluently and those he/she listens to by: • drawing on what is

	<p>background information and vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> • discussing the significance of the title and events. • predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<p>already known or on background information and vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> • discussing the significance of the title and events. • predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<p>vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> • discussing the significance of the title and events. • predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<p>vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> • discussing the significance of the title and events. • predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<p>already known or on background information and vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> • discussing the significance of the title and events. • predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<p>already known or on background information and vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> • discussing the significance of the title and events. • predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun. • Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper. • Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): untie the boat. • Understand how words can combine to make sentences. <ul style="list-style-type: none"> • Join words and clauses using and. • Separate words with spaces. • Use capital letters and full stops to demarcate sentences in some of his/her writing. 					
	<ul style="list-style-type: none"> • Use a capital letter for names of people 	<ul style="list-style-type: none"> • Begin to punctuate work using question marks and exclamation marks 	<ul style="list-style-type: none"> • Begin to punctuate work using question marks or exclamation marks 	<ul style="list-style-type: none"> • Begin to punctuate work using question marks and exclamation marks 	<ul style="list-style-type: none"> • Begin to punctuate work using question marks and exclamation marks 	<ul style="list-style-type: none"> • Begin to punctuate work using question marks and exclamation marks

		<ul style="list-style-type: none"> Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. 				<ul style="list-style-type: none"> Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.
Key Terminology	capital letter full stop sentence	capital letter word sentence punctuation full stop exclamation mark	word sentence full stop question mark exclamation mark	capital letter word sentence punctuation full stop	sentence capital letter full stop exclamation mark	sentence full stop exclamation mark question mark
Independent Purposeful Writing Outcome	To write a story based on 'The Dragon Machine'.	To write silly rhyming sentences based on the pattern of the text	To write a traditional tale using the story-box cards	To write a story using the pattern of the text	To describe a journey to a familiar place	To write a story about some food that becomes more and more disgusting until it is finally eaten
Non- Fiction Text	Creature Features: Dinosaurs by Natasha Durley		Labels, Lists and Signs Transport by Ruth Thomson (Your Local Area series)		Instructions 'Dress up as...an Egyptian Pharaoh'	Information Texts Hot and Cold by Terry Jennings and Honor Head (Now You Know Science series)
Links to Wider Curriculum	This is a vibrant information book about dinosaurs, organised according to their common features. Children will be able to recall their History learning from Term 1 about dinosaurs and use their knowledge to support their understanding of the text.		A non-chronological text with a range of features and presentation that children can choose to use in their own writing.		A set of instruction on how to dress up as an Egyptian Pharaoh for children to use their previous History learning to support their understanding of the text. Children could then go on to write their own instructions for how to dress up like an	A science based text that looks at how we use hot and cold things every day, how we keep warm and how we keep cool. Children can make links to their Term 6 Geography learning and also Science learning from previous terms, e.g. Polar Adventures and Holiday.

			athlete for a sport of their choice.	
<p>Reading</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences. • discussing word meanings, linking new meanings to those already known. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what is already known or on background information and vocabulary provided by the teacher. • discussing the significance of the title and events. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences. • discussing word meanings, linking new meanings to those already known. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what is already known or on background information and vocabulary provided by the teacher. • discussing the significance of the title and events. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences. • discussing word meanings, linking new meanings to those already known. Understand both the books he/she can already read accurately and fluently and those he/she listens to by: • drawing on what is already known or on background information and vocabulary provided by the teacher. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences. • discussing word meanings, linking new meanings to those already known. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what is already known or on background information and vocabulary provided by the teacher.

			<ul style="list-style-type: none"> • discussing the significance of the title and events. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<ul style="list-style-type: none"> • discussing the significance of the title and events. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say. Explain clearly his/her understanding of what is read to him/her</p>	
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun. <ul style="list-style-type: none"> • Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper. • Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): untie the boat. <ul style="list-style-type: none"> • Understand how words can combine to make sentences. <ul style="list-style-type: none"> • Join words and clauses using and. • Separate words with spaces. • Use capital letters and full stops to demarcate sentences in some of his/her writing. 				
	<ul style="list-style-type: none"> • Understand how words can combine to make sentences. <ul style="list-style-type: none"> • Join words and clauses using and. • Separate words with spaces. • Use capital letters and full stops to demarcate sentences in some of his/her writing. • Begin to punctuate work using question 	<ul style="list-style-type: none"> • Understand how words can combine to make sentences. <ul style="list-style-type: none"> • Join words and clauses using and. • Separate words with spaces. • Use capital letters and full stops to demarcate sentences in some of his/her writing. • Begin to punctuate work using question 	<ul style="list-style-type: none"> • Understand how words can combine to make sentences. <ul style="list-style-type: none"> • Join words and clauses using and. • Separate words with spaces. • Use capital letters and full stops to demarcate sentences in some of his/her writing. • Begin to punctuate work using question 	<ul style="list-style-type: none"> • Understand how words can combine to make sentences. <ul style="list-style-type: none"> • Join words and clauses using and. • Separate words with spaces. • Use capital letters and full stops to demarcate sentences in some of his/her writing. • Begin to punctuate work using question 	<ul style="list-style-type: none"> • Understand how words can combine to make sentences. <ul style="list-style-type: none"> • Join words and clauses using and. • Separate words with spaces. • Use capital letters and full stops to demarcate sentences in some of his/her writing. • Use a capital letter for names of people,

	marks and exclamation marks • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.	marks and exclamation marks • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.	marks and exclamation marks • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.	marks and exclamation marks • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.	places, the days of the week, and the personal pronoun I.	marks and exclamation marks • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.
Key Terminology	letter capital letter word sentence punctuation full stop	capital letter word sentence punctuation full stop question mark exclamation mark	letter capital letter word sentence punctuation full stop question mark exclamation mark	capital letter sentence punctuation full stop question mark	sentence capital letter full stop	sentence punctuation full stop question mark
Independent Purposeful Writing Outcome	To create their own information Booklet		To create a page for a class book about your local area. Display in the school foyer for visitors to read.		Children could write their own instructions for how to dress up like an athlete for a sport of their choice. These could be sent or Tweeted to real athletes.	To write simple pages for a class information book about scientific knowledge from experience.
Spoken Language	<ul style="list-style-type: none"> • Participate in discussions, performances, role-play and improvisations • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Listen and respond appropriately to their peers and adults. 					
Spelling	<ul style="list-style-type: none"> • Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others. • Spell words containing each of the 40+ phonemes already taught. • Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes. <ul style="list-style-type: none"> • Spell a few common exception words (e.g. I, the, he, said, of). <ul style="list-style-type: none"> • Spell some common exception words. <ul style="list-style-type: none"> • Spell the days of the week. • Name the letters of the alphabet in order. 					

	<ul style="list-style-type: none"> • Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. • Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. <ul style="list-style-type: none"> • Add prefixes and suffixes using the prefix un-. • Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest. <ul style="list-style-type: none"> • Apply simple spelling rules and guidance, as listed in English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <ul style="list-style-type: none"> • Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash). 					
Handwriting	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. <ul style="list-style-type: none"> • Form most lower-case letters correctly. • Form lower-case letters in the correct direction, starting and finishing in the right place. <ul style="list-style-type: none"> • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. 					
Composition	<ul style="list-style-type: none"> • Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher <ul style="list-style-type: none"> • Write down one of the sentences that he/she has rehearsed • Compose and write sentences independently to convey ideas • Write sentences, sequencing them to form short narratives (real or fictional) • Write sentences by re-reading what he/she has written to check that it makes sense. <ul style="list-style-type: none"> • Discuss what he/she has written with the teacher or other pupils. • Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher 					
Understand how words can combine to make sentences.	✓	✓	✓	✓	✓	✓
Join words and clauses using 'and'	✓	✓	✓	✓	✓	✓

<p>Separate words with spaces.</p>	✓	✓	✓	✓	✓	✓
<p>Use capital letters and full stops to demarcate sentences in some of his/her writing.</p>	✓	✓	✓	✓	✓	✓
<p>Begin to punctuate work using question marks and exclamation marks.</p>	✓	✓	✓	✓	✓	✓
<p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.</p>	<p>names personal pronoun 'I'</p>	<p>names places days of the week personal pronoun 'I'</p>	<p>names places days of the week personal pronoun 'I'</p>	<p>names places</p>	<p>names places</p>	<p>names places days of the week personal pronoun 'I'</p>

<p>Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.</p>	<p>letter capital letter word sentence punctuation full stop</p>	<p>Letter capital letter word sentence punctuation full stop question mark exclamation mark</p>	<p>letter capital letter word sentence punctuation full stop question mark exclamation mark</p>	<p>letter capital letter word sentence punctuation full stop question mark</p>	<p>capital letter sentence full stop</p>	<p>sentence punctuation full stop question mark exclamation mark</p>
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Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Vile Victorians 	What a Wonderful World 	The Great Fire of London 	Let's Go To China 	World War II VE Day 	Our Food, Our World 

English

Fiction Texts	Stories in Familiar Settings Stories by the Same Author 'No-Bot, The Robot With No Bottom' and 'No-Bot the Robot's New Bottom' by Sue Hendra	Stories Involving Fantasy Daisy Doodles by Michelle Robinson et al.	Traditional Tales Little Red Riding Hood (Nosy Crow; illustrated by Ed Bryan)	Stories by the Same Author and Postcards and Letters The Day the Crayons Quit by Drew Daywalt	Poetry: Zim Zam Zoom by James Carter	Traditional Tales from a Variety of Cultures Don't Spill the Milk! by Christopher Corr and Stephen Davies
Links to Wider Curriculum	A very funny story about a robot who loses his bottom and then loses his arm. The book invites the reader to create their own story about finding his arm. Children will also look at the sequel by the same author. A simple text for the start of Year 2.	This is a great picture book about a little girl who is bored on a wet day. She doodles and enters an imaginary world and then returns. The images are part photo and part drawn making them very replicable for children.	A re-telling of the traditional fairy tale, simply told with appealing illustrations. This follows on from the children learning another version of this tradition tale in Guided Reading last term – The Deep Dark Wood.	A playful and imaginative story that will have children laughing while learning about the basics of letter writing and developing character.	A collection of poems especially written for performance. With delightful illustrations, this is a brilliant introduction to poetry for young children, making it more accessible and enjoyable for a young audience. Great topics including rockets, dragons, monsters, colours, animals,	A journey story about a little girl carrying milk to her father out in the fields watching the goats. A very similar plot to 'Fatou, Fetch the Water' which the children learnt about in Year 1.

					space, music, fairy tales and fireworks.	
Reading	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might happen on the basis of what has been read so far. <p>Explain what has happened so far in what he/she has read.</p>	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might happen on the basis of what has been read so far. <p>Explain what has happened so far in what he/she has read.</p>	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might happen on the basis of what has been read so far. <p>Explain what has happened so far in what he/she has read.</p>	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might happen on the basis of what has been read so far. <p>Explain what has happened so far in what he/she has read.</p>	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might happen on the basis of what has been read so far. <p>Explain what has happened so far in what he/she has read.</p>	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might happen on the basis of what has been read so far. <p>Explain what has happened so far in what he/she has read.</p>

Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. • Form adjectives using suffixes such as -ful, -less. • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. 					
	<ul style="list-style-type: none"> • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. 	<ul style="list-style-type: none"> • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. 	<ul style="list-style-type: none"> • Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Use present and past tense mostly correctly and consistently. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. 	<ul style="list-style-type: none"> • Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. • Form adjectives using suffixes such as -ful, -less. • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. • Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. • Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, 	<ul style="list-style-type: none"> • Write poetry to develop positive attitudes toward and stamina for writing. • Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. 	<ul style="list-style-type: none"> • Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. • Form adjectives using suffixes such as -ful, -less. • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. • Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. • Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

				<p>exclamation or command.</p> <ul style="list-style-type: none"> • Use present and past tense mostly correctly and consistently. • Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. • Use commas to separate items in a list. Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name. 		<ul style="list-style-type: none"> • Use present and past tense mostly correctly and consistently. • Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. • Use commas to separate items in a list. • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.
<p>Key Terminology</p>	<p>question exclamation</p>	<p>noun verb adverb adjective compound comma apostrophe</p>	<p>noun noun phrase statement question exclamation command adjective</p>	<p>noun noun phrase statement question exclamation command adjective</p>	<p>noun noun phrase adjective adverb verb question exclamation</p>	<p>noun noun phrase statement question exclamation command adjective</p>

		question exclamation	verb suffix tense (past and present) comma	verb suffix tense (past and present) comma apostrophe		verb suffix tense (past and present) comma apostrophe
Independent Purposeful Writing Outcome	To write a story about a robot who loses a body part. Stories could be sent or Tweeted to the author, Sue Hendra.	To write their own story using real and imaginary characters.	To rewrite the story of Little Red Riding Hood, changing some key details or adding a twist. Children can take inspiration from their Guided Reading books from last term, The Deep Dark Wood and Little Red.	To tell a story through a series of letters.	This sequence culminates in a poetry recital for parents or other classes. <ul style="list-style-type: none"> To perform some poems as part of the class/group for an audience, using expression, intonation and rhythm appropriately. Write their own Kenning poem based on a model from the text. Some children may also write poems based on other models.	To tell the story of a journey with a twist at the end.
Non- Fiction Text	Poetry Recounts The Train Ride by June Crebbin	Information Texts Could a Penguin Ride a Bike? by Camilla Bedoyere			Instructions How to Wash a Woolly Mammoth by Michelle Robinson	Information Text This Is How We Do It by Matt Lamothe
Links to Wider Curriculum	A patterned journey on a train. An enjoyable but simple text, ideal for the start of Year 2. Children can use the structure to write a	A really funny book which uses questions and answers to inform readers about the special features of the penguin. Children's independent writing			A funny and imaginary set of instructions that are quite sparse and so leave room for the children to	This is a fantastic information text which follows the lives of seven children from around the world. The book includes detail about their everyday

	recount of what they see on the bus journey to Morwellham Quay for their History trip.	can link to their Science learning this term about living things, habitats and food chains.			write the parts that are not included.	lives, providing a genuine window into lives and traditions that may differ from our own. This will link in well with the children's Geography learning about food around the world.
Reading	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. <p>Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>Explain and discuss his/her understanding</p>	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering and asking questions and making links. <p>Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>Explain and discuss his/her understanding</p>			<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. <p>Participate in discussion about books, poems and other works that</p>	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about books, poems and other works that are read to him/her and</p>

	<ul style="list-style-type: none"> • answering and asking questions and making links. Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say. <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</p> <p>Explain what has happened so far in what he/she has read.</p>	<p>of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</p> <p>Explain what has happened so far in what he/she has read.</p>			<p>are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</p> <p>Explain what has happened so far in what he/she has read.</p>	<p>those that he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</p> <p>Explain what has happened so far in what he/she has read.</p>
<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. • Form adjectives using suffixes such as -ful, -less. • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. 					
	<ul style="list-style-type: none"> • Write about real events, recording these simply and clearly. 	<ul style="list-style-type: none"> • Use co-ordination (using or, and, but) and some subordination (using when, if, that, 			<ul style="list-style-type: none"> • Form nouns using suffixes such as -ness, -er and by compounding e.g. 	<ul style="list-style-type: none"> • Write about real events, recording these simply and clearly.

- Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.
- Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.
- Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Use present and past tense mostly correctly and consistently.
- Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.
- Use capital letters and full stops to demarcate most sentences in his/her writing and use

- because) to join clauses.
- Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
 - Use present and past tense mostly correctly and consistently.
 - Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.
 - Use question marks and exclamation marks appropriately.
 - Use commas to separate items in a list.

- whiteboard, superman.
- Form adjectives using suffixes such as -ful, -less.
 - Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.
 - Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.
 - Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.
 - Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
 - Use present and past tense mostly

- Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.
- Form adjectives using suffixes such as -ful, -less.
- Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.
- Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.
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- Use question marks and exclamation marks appropriately.
- Use commas to separate items in a list.
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.

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- Use question marks and exclamation marks appropriately.
 - Use commas to separate items in a list.
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name

Key Terminology	question exclamation adjective verb adverb tense (past, present)	statement question compound			statement question exclamation command verb	noun noun phrase compound adjective verb adverb tense (present) comma
Independent Purposeful Writing Outcome	Children can use the structure to write a recount.	To write a page or pages for a class book about an animal. Children can link to their Science learning this term about living things, habitats and food chains.			Write a set of instructions about caring for an imaginary pet.	To add yourself to the seven children in the book and write how you live.
Spoken Language	<ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently. <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <ul style="list-style-type: none"> • Discuss his/her favourite words and phrases. <ul style="list-style-type: none"> • Answer and ask questions. • Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. • Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself. 					
Spelling	<ul style="list-style-type: none"> • Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others. • Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. <ul style="list-style-type: none"> • Spell many common exception words. • Spell most common exception words. • Spell some words with contracted forms. • Spell most words with contracted forms. • Spell by learning the possessive apostrophe (singular) e.g. the girl's book. 					

	<ul style="list-style-type: none"> • Spell by distinguishing between homophones and near-homophones. • Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly. • Add suffixes to spell most longer words correctly, including -ment, -ness, -ful, -less, -ly. • Apply spelling rules and guidance, as listed in English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 					
Handwriting	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another in some of his/her writing. • Form lower-case letters of the correct size relative to one another in most of his/her writing. • Use the diagonal and horizontal strokes needed to join letters in some of his/her writing. <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. <ul style="list-style-type: none"> • Use spacing between words that reflects the size of the letters. 					
Composition	<ul style="list-style-type: none"> • Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional). <ul style="list-style-type: none"> • Write poetry to develop positive attitudes toward and stamina for writing. • Write for different purposes to develop positive attitudes toward and stamina for writing. • Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing. <ul style="list-style-type: none"> • Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about. • Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary. • Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. • Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils. • Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly. • Read aloud what he/she has written with appropriate intonation to make the meaning clear. 					
Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.				✓		✓
Form adjectives using suffixes such as -ful, -less				✓		✓

Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.

✓

✓

Use co-ordination α α (using or, and, but) and some subordination (using when, if, that, because) to join clauses.

✓

✓

Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.

✓

✓

✓

✓

Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

✓

✓

✓

✓

Use present and past tense mostly correctly and consistently.			✓	✓		✓
Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.				✓		✓
Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.	✓	✓	✓	✓	✓	✓
Use question marks and exclamation marks appropriately	✓	✓	✓	✓		✓
Use commas to separate items in a list.				✓		✓
Use apostrophes to mark where letters are missing in	✓	✓				

<p>spelling and to mark singular possession in nouns e.g. the girl's name</p>						
<p>Understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma.</p>	<p>question exclamation adjective verb adverb tense (past, present)</p>	<p>noun verb adverb adjective compound comma apostrophe statement question exclamation</p>	<p>noun noun phrase statement question exclamation command adjective verb suffix tense (past and present) comma</p>	<p>noun noun phrase statement question exclamation command adjective verb suffix tense (past and present) comma apostrophe</p>	<p>noun noun phrase adjective adverb verb question exclamation statement command</p>	<p>noun noun phrase statement question exclamation command compound adjective verb adverb suffix tense (past and present) comma apostrophe</p>

Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	<p>Prehistoric Britain</p> 	<p>Villages, Towns and Cities</p> 	<p>The Shang Dynasty</p> 	<p>Mountains, Volcanoes and Earthquakes</p> 	<p>Ancient Greece</p> 	<p>Weather and the Water Cycle</p> 

English

Fiction Texts	<p>Adventure Stories Fair's Fair by Leon Garfield</p>	<p>Stories by the Same Author Mimi and the Mountain Dragon by Michael Morpurgo</p>	<p>Stories from Other Cultures Dragons: Truth, Myth and Legend by David Passes</p>	<p>Adventure Stories Blue John by Berlie Doherty</p>	<p>Non Fiction Explanations How to Invent by Lynn Huggins-Cooper</p>	<p>Plays and Dialogues Paddington Goes for Gold by Michael Bond</p>
Links to Wider Curriculum	<p>A beautifully written story about a homeless child in Victorian times who strikes a bargain and gets a great deal in return. The sequence focuses on writing the middle and end of the story. This will be a great opportunity for children to recall and use their learning and knowledge about the Victorians from Year 2.</p>	<p>This is a slightly extended version of a tale that can be used to develop telling longer stories. It could be used in winter time as it is linked to Christmas Eve.</p>	<p>This book contains stories about dragons with nonchronological reports at the end about each type of dragon.</p>	<p>The Queen of Darkness lives underground with her child Blue John. When he wakes up he starts to explore and meets children who tempt him out of the cave into the light. His mother, The Queen of Darkness, begs him to stay but he doesn't and slowly turns to stone. A story created by listening to music.</p>	<p>This book includes a range of text types, such as chronological reports and non-chronological reports all organised by the steps necessary to become an inventor.</p>	<p>This sequence uses the book at the Learning about the text phase and then children write the story of one of the older versions of a Paddington story on film.</p>

<p>Reading</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays and nonfiction. • increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • discussing words that capture the reader’s interest and imagination. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • drawing inferences, such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays and nonfiction. • increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • identifying themes in book. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • drawing inferences, such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays and nonfiction. • increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • reading books that are structured in different ways. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • identifying main ideas drawn from within one paragraph and summarise these. • identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays and nonfiction. • reading books that are structured in different ways. • increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • identifying themes in books. • reading aloud poems and perform play scripts. • discussing words that capture the reader’s interest and imagination. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to him/her, discussing his/her understanding of words. 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays and nonfiction. • reading books that are structured in different ways. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • identifying main ideas drawn from within one paragraph and summarise these. • identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech. 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays and nonfiction. • reading books that are structured in different ways. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to him/her, discussing his/her understanding of words. • drawing inferences, such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.
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			<p>inverted commas to punctuate speech.</p>	<ul style="list-style-type: none"> • asking questions to improve his/her understanding of a text. • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated. • identifying main ideas drawn from within one paragraph and summarise these. • identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech. <p>Retrieve and record information from nonfiction</p>		
<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • Form nouns using a range of prefixes e.g. super-, anti-, auto-. • Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box. • Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble. 					
	<ul style="list-style-type: none"> • Begin to use paragraphs as a way to group related material. 	<ul style="list-style-type: none"> • Begin to use paragraphs as a way to group related material. 	<ul style="list-style-type: none"> • Express time, place and cause using co-ordinating and subordinating 	<ul style="list-style-type: none"> • Express time, place and cause using co-ordinating and subordinating 	<ul style="list-style-type: none"> • Express time, place and cause using co-ordinating and subordinating 	<ul style="list-style-type: none"> • Begin to use paragraphs as a way to group related material.

	<ul style="list-style-type: none"> • Begin to use inverted commas to punctuate direct speech. • Express time, place and cause using coordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of 	<ul style="list-style-type: none"> • Express time, place and cause using coordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. • Begin to use inverted commas to punctuate direct speech. 	<p>conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.</p>	<p>conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.</p> <ul style="list-style-type: none"> • Begin to use paragraphs as a way to group related material. • Use headings and subheadings to aid presentation. • Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play. • Begin to use inverted commas to punctuate direct speech. 	<p>conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.</p> <ul style="list-style-type: none"> • Begin to use paragraphs as a way to group related material. 	<ul style="list-style-type: none"> • Express time, place and cause using coordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. • Begin to use inverted commas to punctuate direct speech.
<p>Key Terminology</p>	<p>conjunction subordinate clause direct speech inverted commas (or speech marks)</p>	<p>direct speech inverted commas (or speech marks) conjunction preposition clause</p>	<p>conjunction clause subordinate clause</p>	<p>conjunction word family prefix clause subordinate clause direct speech inverted commas (or 'speech marks')</p>	<p>preposition clause subordinate clause</p>	<p>clause inverted commas (or 'speech marks') direct speech</p>
<p>Independent Purposeful Writing Outcome</p>	<p>To write the middle and ending of a story.</p>	<p>To write a story about a monster that might be responsible for natural disasters.</p>	<p>To create a story, information and a poem about a dragon to include in a class book</p>	<p>To write a story about how a precious stone was created.</p>	<p>Choose an inventor and/or invention and create a portfolio and/or an invention timeline.</p>	<p>To write a Paddington Bear story based on one of the old films</p>

<p>Non- Fiction Text</p>	<p>Letters Ask Dr K Fisher About Animals/Minibeasts/ Dinosauars/Reptiles by Claire Llewellyn</p>	<p>Recounts Beatrice’s Dream by Karen Lynne Williams</p>	<p>Fiction: Poetry Poetry Pie by Roger McGough</p>		<p>Instructions Grow Your Own Lettuce by Helen Lanz</p>	<p>Chronological Reports The Great Fire of London by Emma Adams</p>
<p>Links to Wider Curriculum</p>	<p>A non-chronological text based on letters between Dr K Fisher and animals with problems. Very funny! This can be substituted with other books in the same series.</p>	<p>This recount allows for exploration of another culture with a description of Kibera at the end of the book. Strong, uncomplicated sentences that allow children to see different constructions clearly. This text demonstrates the value of only incorporating relevant information.</p>	<p>Wonderful word play from Roger McGough with puns and observations on life in this book of poetry. The sequence is focused around the poem Poetry Pie and the range of poems that children have access to.</p>		<p>A set of instructions about growing lettuce surrounded by other information such as types of lettuce, harvesting and a calendar. There is a set of instructions about sowing lettuce seed but in fact the whole book is a set of extended instructions. A really useful book for moving away from the one page set of simple instructions.</p>	<p>Information on the historic events of 1666 told through different sections: an introduction to set the scene; dated reports; charted changes to firefighting; significant people and places. Set off by dramatic illustrations in a palette of oranges and blues.</p>
<p>Reading</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays and nonfiction. • reading books that are structured in different ways. 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays and nonfiction. • reading books that are structured in different ways. 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays and nonfiction. • reading books that are structured in different ways. 		<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays and nonfiction. 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays and nonfiction. • reading books that are structured in different ways. <p>Understand what</p>

	<ul style="list-style-type: none"> • increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Understand what he/she reads independently by: <ul style="list-style-type: none"> • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<ul style="list-style-type: none"> • discussing words that capture the reader's interest and imagination. Understand what he/she reads independently by: <ul style="list-style-type: none"> • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • identifying main ideas drawn from within one paragraph and summarise these. 	<ul style="list-style-type: none"> • reading aloud poems and perform play scripts. • discussing words that capture the reader's interest and imagination. Understand what he/she reads independently by: <ul style="list-style-type: none"> • checking that the text makes sense to him/her, discussing his/her understanding of words. • asking questions to improve his/her understanding of a text. • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated. 		<ul style="list-style-type: none"> • reading books that are structured in different ways. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech. 	<p>he/she reads independently by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to him/her, discussing his/her understanding of words. • language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech. <p>Retrieve and record information from nonfiction.</p>
	<ul style="list-style-type: none"> • Form nouns using a range of prefixes e.g. super-, anti-, auto-. • Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box. • Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble. 					

Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Express time, place and cause using coordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. 	<ul style="list-style-type: none"> Begin to use paragraphs as a way to group related material. Express time, place and cause using coordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. Begin to use inverted commas to punctuate direct speech. 			<ul style="list-style-type: none"> Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. Begin to use paragraphs as a way to group related material. Use headings and subheadings to aid presentation. 	<ul style="list-style-type: none"> Begin to use paragraphs as a way to group related material. Use headings and subheadings to aid presentation. Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.
Key Terminology	conjunction clause subordinate clause	clause subordinate clause direct speech inverted commas (or 'speech marks')			conjunction preposition clause	preposition conjunction clause subordinate clause
Independent Purposeful Writing Outcome	To write a letter to an agony aunt and a reply. This could be about animals or about a character from history etc.	To write an account of an imagined day in the life of a character from a favourite book, or a day in their own life.	To perform and write poetry.		To write a set of instructions with a detailed introduction.	To write a chronological sequence of reports on an historic event (which could be personal), with the option of writing one or more linked sections: an introduction to 'set the scene'; information on a

						feature that changed over time; short biographical entries; short entries on places of significance to the event.
Spoken Language	<ul style="list-style-type: none"> • Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action. <ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination. • Ask questions to improve his/her understanding and knowledge of a text. • Participate in reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say. • Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (english appendix 2). <ul style="list-style-type: none"> • Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. <ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <ul style="list-style-type: none"> • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of standard English 					
Spelling	<ul style="list-style-type: none"> • Use the prefixes un-, dis-, mis-, re-, pre-. • Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited. <ul style="list-style-type: none"> • Use the suffix -ly. • Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. <ul style="list-style-type: none"> • Spell words with endings which sound like 'zhun' e.g. division, decision. • Spell the homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane. <ul style="list-style-type: none"> • Spell words that are often misspelt with reference to English Appendix 1. • Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of word e.g. myth, gym. <ul style="list-style-type: none"> • Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. <ul style="list-style-type: none"> • Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. • Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. • Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they. • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 					
Handwriting	<ul style="list-style-type: none"> • Increasingly use the diagonal and horizontal strokes that are needed to join letters, and begin to understand which letters, when adjacent to one another, are best left unjoined. 					

	<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 					
Composition	<ul style="list-style-type: none"> • Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary. <ul style="list-style-type: none"> • Plan his/her writing by discussing and recording ideas within a given structure. • Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structure from English Appendix 2. <ul style="list-style-type: none"> • Draft and write by organising writing into paragraphs as a way of grouping related material. <ul style="list-style-type: none"> • Draft and write narratives, creating settings, characters and plot. • Draft and write non-narrative material, using headings and sub-headings to organise texts. <ul style="list-style-type: none"> • Evaluate and edit by assessing the effectiveness of his/her own writing. • Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. • Proof-read for spelling errors and for punctuation – including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly. • Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 					
Express time, place and cause using coordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.	✓	✓	✓	✓	✓	✓
Begin to use paragraphs as a way to group	✓	✓		✓	✓	✓

related material.						
Use headings and sub-headings to aid presentation.				✓	✓	✓
Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play				✓		
Begin to use inverted commas to punctuate direct speech.	✓	✓		✓		✓
Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks').	conjunction clause subordinate clause direct speech inverted commas (or 'speech marks')	conjunction clause subordinate clause direct speech inverted commas (or speech marks) preposition	conjunction clause subordinate clause	preposition conjunction word family prefix clause subordinate clause direct speech inverted commas (or 'speech marks')	conjunction preposition clause subordinate clause	preposition conjunction clause subordinate clause inverted commas (or 'speech marks') direct speech

Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Roman Britain 	Rivers 	Anglo-Saxons and Scots 	Migration 	Vikings 	Natural Resources 

English

Fiction Texts	Stories with Humour Meerkat Mail by Emily Gravett	Stories in Familiar Settings Poetry A River by Marc Martin	Fairy Stories Ratpunzel (Animal Fairy Tales) by Charlotte Guillain		Myths and Legends Arthur and the Golden Rope by Joe Todd Stanton	Stories from Other Cultures Gregory Cool by Caroline Binch
Links to Wider Curriculum	This book looks simple but it isn't really. How to create postcards showing feelings about a place that get worse and worse as the week goes on. Fabulous!	A beautiful book with incredible illustrations that add significantly to the message.	A simple retelling of Rapunzel but with an animal twist. Very useful if you have groups of children who are not familiar with common fairy stories/traditional tales.		Told through text and images, this book is a wonderful quest story. Arthur sets off to save the town from the encroaching cold and ice when The Wolf puts out the fire. There are many obstacles for Arthur to overcome on his journey but Arthur is a born adventurer. The sequence teaches layout for presentation and meaning, present perfect, dialogue, adverbials, possessive apostrophe and multi-clause sentences.	This book allows children to explore a different place through the eyes of Gregory who visits his grandparents in Tobago. Very well written.

<p>Reading</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • using dictionaries to check the meaning of words that he/she has read. Understand what he/she reads independently by: • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. • predicting what might happen from details stated and implied. • discussing words and phrases that capture the reader's interest and imagination. 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading for a range of purposes. • reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • using dictionaries to check the meaning of words that he/she has read. 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading for a range of purposes. • reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • discussing words and phrases that capture the reader's interest and imagination. • using dictionaries to check the meaning of words that he/she has read <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to him/her, discussing his/her understanding, and explaining the 		<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading for a range of purposes. • using dictionaries to check the meaning of words that he/she has read. • reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • discussing words and phrases that capture the reader's interest and imagination. • identifying themes and conventions in a wide range of books. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context. 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading for a range of purposes. • using dictionaries to check the meaning of words that he/she has read. • reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • identifying themes and conventions in a wide range of books. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • identifying main ideas drawn from more than one paragraph and summarise these.
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	<ul style="list-style-type: none"> • recognising some different forms of poetry e.g. free verse, narrative poetry. • identifying themes and conventions in a wide range of books. Understand what he/she reads independently by: • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. 		<p>meaning of words in context.</p> <ul style="list-style-type: none"> • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. • identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. 		<ul style="list-style-type: none"> • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. • identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. 	
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Understand the grammatical difference between the plural and the possessive -s. • Use Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done. • Use apostrophes to mark plural possession e.g. the girl's name, the girls' names. 					
	<p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.</p> <ul style="list-style-type: none"> • Use fronted adverbials e.g. Later 	<ul style="list-style-type: none"> • Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition. • Use fronted adverbials e.g. Later that day, I heard the bad news. 	<ul style="list-style-type: none"> • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 		<ul style="list-style-type: none"> • Use fronted adverbials e.g. Later that day, I heard the bad news. Use commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, 	<ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas.

	<p>that day, I heard the bad news.</p> <ul style="list-style-type: none"> • Use paragraphs to organise ideas around a theme. • Use commas after fronted adverbials. 	<ul style="list-style-type: none"> • Use commas after fronted adverbials. 	<p>‘Sit down!’ - a comma after the reporting clause, end punctuation within inverted commas.</p>		<p>end punctuation within inverted commas.</p>	<ul style="list-style-type: none"> • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. ‘the teacher’ expanded to: ‘the strict maths teacher with curly hair’.
Key Terminology	<p>pronoun possessive pronoun Revision of Y2: simple sentence compound sentence verb past tense present tense progressive form</p>	<p>determiner adverbial</p>	<p>adverbial</p>		<p>adverbial</p>	<p>Revision of Y3 terminology: direct speech inverted commas (or speech marks)</p>
Independent Purposeful Writing Outcome	<p>To write a book based on a voyage-and-return plot pattern.</p>	<p>To write about a journey through different landscapes.</p>	<p>To write an expanded, animal version of a traditional tale and read it to younger pupils.</p>		<p>To write a quest story as one of the Brownstone adventures.</p>	<p>To write a story based on the blueprint of Gregory Cool</p>
Non- Fiction Text	<p>Biographies Fantastically Great Women Who Changed The World by Kate Pankhurst</p>	<p>Non-Chronological Report Rainforest Rough Guide by Paul Mason</p>		<p>Chronological Reports A Walk in London by Salvatore Rubbino</p>	<p>Explanations Book of Bones 10 Recordbreaking Animals by Gabrielle Balkan and Sam Brewster</p>	<p>Persuasive Writing Charity letter (persuasion text)</p>
Links to Wider Curriculum	<p>This very accessible and fascinating book contains 13 biographies of women from different periods of history. It includes well known people</p>	<p>A text organised around a diary but also including letters, fact files and emails. A good text to use if you want to see how children handle a hybrid text.</p>		<p>This is a dual-voiced text about a trip around London. The main voice is the excited child, the second voice being information about</p>	<p>This book holds truly amazing information about the bones of animals. It is written as a ‘Who am I?’ guessing game, almost like a riddle, and then a page of information about</p>	<p>A persuasive letter written by the RSPB to inspire children to write their own persuasive text.</p>

	such as Anne Frank and Amelia Earhart but also other less known women such as Agent Fifi and Sacagawea. The layout invites and intrigues the reader with visual details and pathways through the text.			the various places. Great for securing dialogue and comparing different types of writing.	the animal providing a connection between animal bones and behaviour. It is also very funny!	
Reading	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading for a range of purposes. • identifying themes and conventions in a wide range of books. • using dictionaries to check the meaning of words that he/she has read. <p>Retrieve and record information from nonfiction over a wide range of subjects.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading for a range of purposes. • using dictionaries to check the meaning of words that he/she has read. Understand what he/she reads independently by: • checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context. • identifying main ideas drawn from 		<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading for a range of purposes. • using dictionaries to check the meaning of words that he/she has read. • using dictionaries to check the meaning of words that he/she has read. Understand what he/she reads independently by: • drawing inferences, such as inferring characters' feelings, thoughts 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading for a range of purposes. • using dictionaries to check the meaning of words that he/she has read. • discussing words and phrases that capture the reader's interest and imagination. Understand what he/she reads independently by: • checking that the text makes sense to him/her, discussing his/her understanding, 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading for a range of purposes. • using dictionaries to check the meaning of words that he/she has read. • reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • discussing words and phrases that capture the reader's

		<p>more than one paragraph and summarise these.</p> <ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. 		<p>and motives from their actions, and justifying inferences with evidence clearly taken from the text.</p> <ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. 	<p>and explaining the meaning of words in context.</p> <ul style="list-style-type: none"> asking questions to improve his/her understanding of texts of increasing complexity. identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. <p>Retrieve and record information from nonfiction over a wide range of subjects.</p>	<p>interest and imagination.</p> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarise these.
<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> Understand the grammatical difference between the plural and the possessive -s. Use Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done. Use apostrophes to mark plural possession e.g. the girl's name, the girls' names. 					
	<ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'. Use fronted adverbials e.g. Later 	<ul style="list-style-type: none"> Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition. 		<ul style="list-style-type: none"> Use fronted adverbials e.g. Later that day, I heard the bad news. Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 	<ul style="list-style-type: none"> Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition. 	<ul style="list-style-type: none"> Use paragraphs to organise ideas around a theme. Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths

	<p>that day, I heard the bad news.</p> <ul style="list-style-type: none"> • Use paragraphs to organise ideas around a theme. • Use commas after fronted adverbials. 			<p>'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas.</p> <ul style="list-style-type: none"> • Use commas after fronted adverbials. 		<p>teacher with curly hair'.</p> <ul style="list-style-type: none"> • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use commas after fronted adverbials.
Key Terminology	<p>determiner adverbial pronoun possessive pronoun Revision of Y2: simple sentence compound sentence verb past tense present tense progressive form</p>	<p>determiner pronoun</p>		<p>adverbial</p>	<p>pronoun possessive pronoun</p>	<p>adverbial</p>
Independent Purposeful Writing Outcome	<p>To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their achievements.</p>	<p>To create a class rough guide to a particular environment which could be real or imagined.</p>		<p>To write an information text about a place visited.</p>	<p>To write own pages to create a class book about an amazing group of something.</p>	<p>To write own persuasive letter about an issue of importance to the children.</p>
Spoken Language	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Discuss words and increasingly complex phrases that capture the reader's interest and imagination. • Ask reasoned questions to improve his/her understanding of a text. • Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). 					

	<ul style="list-style-type: none"> • Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 				
Spelling	<ul style="list-style-type: none"> • Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-. • Understand and add the suffixes -ation, -ous. • Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician. • Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. • Spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's. • Spell more complex words that are often misspelt with reference to (English Appendix 1). • Spell words with the 's' sound spelt 'sc' e.g. science, scene. • Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. • Use the first three or four letters of a word to check its spelling in a dictionary. • Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far. 				
Handwriting	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters, and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 				
Composition	<ul style="list-style-type: none"> • Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar. • Plan his/her writing by discussing and recording ideas. • Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures with reference to English Appendix 2. • Draft and write by organising paragraphs around a theme. • Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. • Draft and write non-narrative material, using simple organisational devices. • Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements. • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. • Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials. • Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear. 				
Use noun phrases expanded by the addition of modifying	✓				✓

adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.						
Use fronted adverbials e.g. Later that day, I heard the bad news.	✓	✓	✓	✓	✓	✓
Use paragraphs to organise ideas around a theme.	✓					✓
Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.		✓			✓	
Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation	✓	✓	✓	✓	✓	✓

within inverted commas.						
Use commas after fronted adverbials.	✓	✓	✓	✓	✓	✓
Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.	pronoun possessive pronoun determiner adverbial Revision of Y2: simple sentence compound sentence verb past tense present tense progressive form	determiner adverbial pronoun	adverbial	adverbial	adverbial pronoun possessive pronoun	adverbial Revision of Y3 terminology: direct speech inverted commas (or speech marks)

Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	The Benin Kingdom 	Informal Settlements 	Medieval Monarchs 	Earth's Biomes 	The Middle East (Reach) 	Energy and Sustainability 

English

Fiction Texts	Reports and Journalistic Writing Cogheart by Peter Bunzl	Hero Story Beowulf by Michael Morpurgo	Significant Authors Kensuke's Kingdom by Michael Morpurgo		Fantasy Chitty Chitty Bang Bang and the Race Against Time by Frank Cottrell Boyce	
Links to Wider Curriculum	Murder, mayhem and mystery meet in this gripping Victorian adventure. Children will be able to relate the story to their History learning this term about the Industrial Revolution. Packed full of vibrant characters, including the strong, female heroine, Lily, who will inspire all children.	This classic story sequence focuses around a fight and the highly patterned language and constructions.	his sequence focuses on one chapter where the island is explored. Description is a key element to this writing along with its relationship to the character's feelings and the plot.		The film is engrained in most of our childhood memories and new generations are introduced to Chitty year upon year through the film, the successful musical and the fabulous series of sequels by Frank Cottrell Boyce.	

	Cogheart is perfect for getting year 5 or 6 engaged.					
Reading	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. • identifying and discussing themes and conventions in and across a wide range of writing. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. • increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. • Identifying and discussing themes and conventions in and across a wide range of writing. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. • increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. • identifying and discussing themes and conventions in and across a wide range of writing. Understand what he/she reads by: • identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the 		<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. • identifying and discussing themes and conventions in and across a wide range of writing. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	

			impact on the reader.			
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify. • Understand verb prefixes e.g. dis-, de-, mis-, over- and re-. 					
	<ul style="list-style-type: none"> • Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. 	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity. 	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • Use commas to clarify meaning or avoid ambiguity. 		<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. • Use brackets, dashes or commas to indicate parenthesis. 	
Key Terminology	modal verb cohesion	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	relative pronoun relative clause ambiguity		relative pronoun relative clause ambiguity	
Independent Purposeful Writing Outcome	Write a newspaper article about the zeppelin crash.	To write a story about overcoming a monster	To write an extended story based on Chapter 4.		To write a chapter for the book in which Chitty visits another place in time.	
Non- Fiction Text		Argument and Debate Non-Chronological Reports	Reports and Journalistic Writing Tuesday by David Wiesner	Instructions and Explanations Wallace and Gromit: Cracking	Diary Entries My Secret War Diary	Biographies and Autobiographies <i>Charles Dickens: Scenes from an Extraordinary Life</i>

		Are Humans Damaging the Atmosphere? by Catherine Chambers		Contraptions (Haynes Manual)		<i>by Mick Manning and Brita Granström</i>
Links to Wider Curriculum		This is a detailed information text with a very clear structure and layout which could be used to write about anything pupils are interested in. Questions are used for a variety of purposes throughout the text	An almost wordless picture book from a picture book great. The unpredictable events of a particular Tuesday unroll before the reader with the precision and clarity of a silent movie. Tuesday is a beautiful, humorous picture book, with lots of scope for building inference and other reading and writing skills.	A fabulous explanatory text, formal and impersonal in contrast with the contraptions!	This diary provides a good revision of some key areas taught in Y3 and 4 but is an extended text. It contains different bits of information presented in letter/poster/card formats, which enables an exploration of shifts in formality.	This biography provides a perfect model for an author study. Within the text there are snippets of information and comic strips. Children could consider the best ways to present the information in their own text.
Reading		Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. Understand what he/she reads by: <ul style="list-style-type: none"> • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and 	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. <ul style="list-style-type: none"> • increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. • 	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. <ul style="list-style-type: none"> • increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. <ul style="list-style-type: none"> • identifying and discussing themes and conventions in and 	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. <ul style="list-style-type: none"> • increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions

			<p>using quotations for illustration.</p> <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<p>identifying and discussing themes and conventions in and across a wide range of writing.</p> <ul style="list-style-type: none"> making comparisons within and across books. Understand what he/she reads by: <ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<p>across a wide range of writing.</p> <ul style="list-style-type: none"> making comparisons within and across books. Understand what he/she reads by: <ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
	<p>Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.</p> <ul style="list-style-type: none"> Understand verb prefixes e.g. dis-, de-, mis-, over- and re-. 					

Vocabulary, Grammar and Punctuation		<ul style="list-style-type: none"> • Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. 	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. 	<ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity. • Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. 	<ul style="list-style-type: none"> • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. • Use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. • Use brackets, dashes or commas to indicate parenthesis.
Key Terminology		modal verb cohesion	modal verb cohesion ambiguity	modal verb cohesion ambiguity	dash parenthesis	dash parenthesis
Independent Purposeful Writing Outcome		To write an information text based on a topic of interest.	Write a newspaper article about the incident.	Devise and write about a cracking contraption to create a class Haynes Manual.	To write a sequence of diary entries related to a time in history.	To write a hybrid text with three distinct styles, focusing on a time in an author's life, to produce a class or group book/exhibition.

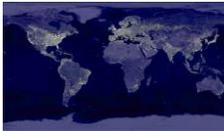
<p>Spoken Language</p>	<ul style="list-style-type: none"> • Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <ul style="list-style-type: none"> • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <ul style="list-style-type: none"> • Ask questions to improve his/her understanding. <ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing. • Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously. • Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. <ul style="list-style-type: none"> • Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
<p>Spelling</p>	<ul style="list-style-type: none"> • Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious. <ul style="list-style-type: none"> • Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial. • Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency., tolerant/tolerance. <ul style="list-style-type: none"> • Spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly. <ul style="list-style-type: none"> • Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough. <ul style="list-style-type: none"> • Spell some words with 'silent' letters e.g. knight, psalm, solemn. • Spell some of the year 5 and 6 words correctly (English Appendix 1). • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). <ul style="list-style-type: none"> • Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. <ul style="list-style-type: none"> • Use a thesaurus.
<p>Handwriting</p>	<ul style="list-style-type: none"> • Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters. <ul style="list-style-type: none"> • Write increasingly legibly
<p>Composition</p>	<ul style="list-style-type: none"> • Plan his/her writing by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own. <ul style="list-style-type: none"> • Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary. • Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed. <ul style="list-style-type: none"> • Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2). <ul style="list-style-type: none"> • Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character. <ul style="list-style-type: none"> • Draft and write by précising longer passages. • Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. • Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. <ul style="list-style-type: none"> • Use different verb forms mostly accurately with consideration for audience and purpose. <ul style="list-style-type: none"> • Evaluate and edit by assessing the effectiveness of his/her own and others' writing.

- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).
 - Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.
 - Proof-read for spelling errors linked to spelling statements for year 5.
- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.
 - Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	✓					✓
Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must	✓	✓	✓	✓	✓	✓
Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.	✓					✓
Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.		✓			✓	

Use brackets, dashes or commas to indicate parenthesis.	✓	✓	✓	✓	✓	✓
Use commas to clarify meaning or avoid ambiguity.	✓	✓	✓	✓	✓	✓
Understand the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	relative pronoun relative clause ambiguity	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity.	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity.	modal verb cohesion ambiguity	dash parenthesis relative pronoun relative clause cohesion ambiguity	dash bracket parenthesis modal verb relative clause

Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Industrial Revolution 	Local Field Work 	Civil Rights 	Population 	Twentieth Century Conflict 	Globalisation 

English

Fiction Texts		Stories with suspense 'Clockwork' Phillip Pullman	Story Flood Alvaro F Villa		Fantasy and Magic Weslandia by Paul Fleischman	Diary Entry + Story Floodland Marcus Sedwick
Links to Wider Curriculum		<p>A tormented apprentice clock-maker, a deadly mechanical knight in armour - and the sinister Dr Kalmenius, who some say is the devil ... Wind up these characters, fit them into a story on a cold winter's evening, with the snow swirling down, and suddenly life and the story begin to merge in a peculiarly macabre - and unstoppable - way.</p>			<p>The story of a child creating his own civilisation as a response to being an outsider. Clear, colourful images with different framing devices. Some sophisticated themes such as non-conformists conforming. Spend some time cracking the code on the end papers to find a message from the illustrator.</p>	

<p>Reading</p>		<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. • increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. Understand what he/she reads by: • identifying how language, structure and presentation contribute to meaning. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. • increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. Understand what he/she reads by: • identifying how language, structure and presentation contribute to meaning. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>		<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. • increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. Understand what he/she reads by: • identifying how language, structure and presentation contribute to meaning. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. • increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. Understand what he/she reads by: • identifying how language, structure and presentation contribute to meaning. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
<p>Vocabulary, Grammar and Punctuation</p>						
		<ul style="list-style-type: none"> • Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal 	<p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word</p>		<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that, or an 	<ul style="list-style-type: none"> • Understand and use effectively vocabulary typical of informal speech and vocabulary

speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.

- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.
- Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.

or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.

- Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.
- Use the colon to introduce a list and use semi-colons within lists.
- Use bullet points to list information

omitted relative pronoun.

- Use commas to clarify meaning or avoid ambiguity.
- Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.
- Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.

appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.

- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.
- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.
- Use the semi-colon, colon and

						dash e.g. When writing lists or as the boundary between independent clauses. • Use the colon to introduce a list and use semi-colons within lists.
Key Terminology		hyphen semi-colon	colon bullet point		hyphen semi-colon	ellipsis hyphen colon semi-colon
Independent Purposeful Writing Outcome		To write a spooky suspenseful story based on Clockwork.	To write the story of Flood		To write a short story about a character's time in an invented civilisation.	
Non- Fiction Text	Non-Chronological Reports Dragonology: The Complete Book of Dragons by Dugald Steer, Helen Ward and Douglas Carre	Newspaper Reports 'Clockwork' Phillip Pullman	Modern Classic Fiction Fantasy Stories Significant Authors Harry Potter and the Philosopher's Stone and other Harry Potter Books by J.K. Rowling		<i>Non- Chronological Reports</i> <i>Survival at 40°C Above</i> <i>by Debbie S. Miller</i>	
Links to Wider Curriculum	This book is a formal, nonchronological text about an imaginary animal. The format would allow pupils to choose how they present information in their own text.	A tormented apprentice clock-maker, a deadly mechanical knight in armour - and the sinister Dr Kalmenius, who some say is the devil ... Wind up these characters, fit them into a story on a cold winter's evening, with the snow swirling down, and suddenly life and the story begin to merge in a	Children will be immersed in the exciting and stimulating world of Harry Potter, a modern classic that all children should read. This is a revision unit that contains different writing foci, each linked to a genre and there is great emphasis on formal comprehension, grammar and punctuation. Children read Book 1 in the series in Year 5 for Guided Reading and in this unit, they will focus on that book and will also touch on other books in the series.		This book contains a range of text types but is organised chronologically around the preparation and trip to the jungle. The information is presented in a range of different ways,	

		peculiarly macabre - and unstoppable - way.			
Reading	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Understand what he/she reads by: • checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. • identifying and discussing themes and conventions in and across a wide range of writing. Discuss and evaluate how authors use language 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. • increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. • identifying and discussing themes and conventions in and across a wide range of writing. • making comparisons within and across books. Understand what he/she reads by: • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. • identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • making comparisons within a book. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Retrieve, record and present information from non-fiction.</p>	

<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. • Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). 	<ul style="list-style-type: none"> • Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text. 	<p>Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.</p> <ul style="list-style-type: none"> • Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little. • Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text. • Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses. 	<p>Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.</p> <ul style="list-style-type: none"> • Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little. • Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. 	
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- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.
- Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.

- Use the colon to introduce a list and use semi-colons within lists.
- Use bullet points to list information.
 - Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.
- Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points.
 - Use the perfect form of verbs to mark relationships of time and cause.
 - Use expanded noun phrases to convey complicated information concisely.
 - Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.

- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
 - Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.
 - Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.
 - Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.
 - Use the colon to introduce a list and use semi-colons within lists.
 - Use bullet points to list information.
 - Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or

				<p>recover versus re-cover.</p> <ul style="list-style-type: none"> • Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points. • Use the perfect form of verbs to mark relationships of time and cause. • Use expanded noun phrases to convey complicated information concisely. • Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity. 	
Key Terminology	subject object active passive	subject object active	Subject object active		
Independent Purposeful Writing Outcome	To write an ‘-ology’ book about an area of personal interest.	To write a newspaper report based on the happenings at the start of the story.	Children will write an extended piece of writing each week, covering a range of genres.		

<p>Spoken Language</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <ul style="list-style-type: none"> • Prepare 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. <ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader. <ul style="list-style-type: none"> • Ask specific reasoned questions to improve his/her understanding. <ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing with reasoning. • Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning. • Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary. • Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear. <ul style="list-style-type: none"> • Pronounce mathematical vocabulary correctly and confidently. • Use the whole number system, including saying, reading and writing numbers accurately. • Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements. <ul style="list-style-type: none"> • Describe positions on the full coordinate grid (all four quadrants). • Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time.
<p>Spelling</p>	<ul style="list-style-type: none"> • Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference. <ul style="list-style-type: none"> • Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter. • Distinguish between homophones and other words which are often confused with reference to (English Appendix 1). <ul style="list-style-type: none"> • Use dictionaries to check the spelling and meaning of words. • Spell most of the year 5 and 6 words correctly (English Appendix 1). • Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). <ul style="list-style-type: none"> • Use a thesaurus with confidence.
<p>Handwriting</p>	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined. • Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
<p>Composition</p>	<ul style="list-style-type: none"> • Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). <ul style="list-style-type: none"> • Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary. • Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure).
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2).
 - Draft and write narratives, describing settings, characters and atmosphere.
 - Integrate dialogue to convey character and advance the action.
 - Draft and write by accurately précising longer passages.
 - Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis.
 - Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.
 - Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).
 - Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
 - Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.
 - Distinguish between the language of speech and writing and choosing the appropriate register.
 - Proof-read for spelling errors linked to spelling statements for year 6.
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.
 - Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

<p>Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.</p>	✓					✓
<p>Understand how words are related by meaning as synonyms and</p>	✓	✓	✓	✓	✓	✓

antonyms e.g. big, large, little.						
Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).	✓					✓
Understand the difference between structures typical of a α α α α informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.		✓			✓	
Exercise an assured and	✓	✓	✓	✓	✓	✓

conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.						
Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.	✓	✓	✓	✓	✓	✓
Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.						
Use the semi-colon, colon and dash e.g. when writing lists or as the boundary between						

independent clauses.						
Use the colon to introduce a list and use semi-colons within lists.						
Use bullet points to list information						
Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.						
Use the perfect form of verbs to mark relationships of time and cause.						
Use expanded noun phrases to convey complicated information concisely.						
Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use						

<p>this punctuation precisely to enhance meaning and avoid ambiguity.</p>						
<p>Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi - colon, bullet points.</p>	<p>active passive bullet points</p>	<p>subject object active passive hyphen semi -colon</p>	<p>Revision of Y5 terminology: relative pronoun relative clause parenthesis bracket dash</p>	<p>cohesion ambiguity colon bullet point</p>	<p>Subject Object active passive synonym antonym ellipsis hyphen colon semi -colon bullet points</p>	<p>synonym antonym ellipsis hyphen colon semi -colon</p>

CEC Primary Maths Long-Term Curriculum Map

At Cranbrook Education Campus, our Maths leader is a Teaching for Maths Mastery Specialist and Professional Development Lead, who works closely with our local Maths Hubs and other schools across the region. Our aim is to deepen children's understanding of Maths and not accelerate learning; as a result our children develop fluency before moving onto reasoning and problem solving. Our teaching is richly supported by the use of pictorial and concrete resources throughout all year groups, before moving to the abstract. Children will draw on all three of aspects throughout their time in primary school. We value the microscopic gains pupils make in Maths and, therefore believe offering opportunities for all pupils to deliberately practise their fluency is vitally important and this is a key feature of every one of our lessons. Throughout each year, children will cover and build on their understanding in: knowing and using numbers, addition and subtraction, multiplication and division, using fractions, understanding the properties of shape, describing position, direction and movement, using measures, using statistics and using algebra.

Once they have a firm grasp of each mathematical technique, we challenge our pupils to use what they have learnt and to make rich connections across the distinct areas in order to solve problems. We believe it is important for children to be able not only to find the answers to problems but also to be able to explain the reasoning behind their lines of enquiry using accurate mathematical vocabulary. Children will be regularly told 'the answer is just the beginning' and encouraged to find a variety of different strategies to reach an answer as well as using non-standard and non-concept examples in certain areas!

By celebrating learning and through engaging challenges, we inspire our pupils to increase their fluency in maths and to become increasingly sophisticated problem solvers, both in Maths and across the curriculum. Teachers plan professionally sculpted lessons according to the needs of each class.

Throughout their time at Cranbrook Education Campus, our pupils learn the following essential characteristics of mathematics:

- An understanding of the important concepts and an ability to make connections within mathematics;
- A broad range of skills in using and applying mathematics;
- Fluent knowledge and recall of number facts and the number system;
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual;
- The ability to think independently and to persevere when faced with challenges;
- To embrace the value of learning from mistakes and false starts;
- The ability to reason, generalise and make sense of solutions;
- Fluency in performing written and mental calculations and mathematical techniques;
- A wide range of mathematical vocabulary;
- A commitment to and enthusiasm in the subject.

- Broadly the children will learn the following in each year group:
 - Year 1 - children will explore numbers to 100, identifying and representing those using objects and pictorial representations. Children will look at basic fractions, shapes and measurements, applying their new knowledge to the world around them.
 - Year 2 - children will use place value and number facts to solve problems using addition and subtraction, recall and use multiplication and division facts, recognise a variety of fractions and shapes and use measurement.
 - Year 3 - children will count in varying difficulties of multiples, fractions, develop their time telling, use Roman Numerals and interpret data using varying charts.
 - Year 4 - children will solve number and practical problems, use formal addition and subtraction methods, solve multiplication problems, continue working on fraction knowledge, convert between units of measurement, classify geometric shapes and look at translation of shapes.
 - Year 5 - work with numbers to at least 1,000,000, use the formal method with increasingly formal written methods, use rounding to check answers, identify prime and square numbers, compare and order fractions, convert between measurements, identify and problem solve with missing angles and interpret information in tables.
 - Year 6 - use rounding to compare numbers, determine the value of digits up to 8 digits, use wider knowledge to solve fraction problems, use formal multiplication methods, solve problems involving relative size, ratio and proportion, calculate missing numbers, master properties of shapes, describe positions on the full coordinate grid and interpret and construct pie charts and line graphs. Parents/Carers can find out more about what Maths their child is learning weekly on the weekly summary note.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pre-School	<p>WK 1: Introduction to the number 1 Counting to 1</p> <p>WK 2: Introduction to the number 2 2 is one more than 1</p> <p>WK 3: Counting to 2 The 'twoness' of 2</p> <p>WK 4: Introduction to the number 3 3 is one more than 2</p> <p>WK5: Counting up to 3 Comparing numbers 1,2 and 3 – 'bigger' and 'smaller' Ordering numbers 1 to 3 3 is made up of 2 and 1</p> <p>WK6: Meet Four 4 is one more than 3</p>	<p>WK 1: Counting to 4 Adding 1s</p> <p>WK 2: Counting to 5 Line up 1 to 5 in order Identify missing numbers within a 1 to 5 line-up</p> <p>WK 3: One to one correspondence – match one number name to each item to be counted Cardinality – the last number in the count is the total size of the group Stable order – say the number names in the correct order</p> <p>WK 4: Subitising numbers 1 to 5 Different ways of arranging blocks to 5 Conservation of number different arrangement of blocks but the number remains the same</p>	<p>WK 1: Addition and subtraction of numbers to 5</p> <p>WK 2: Meet Six Counting (1 to 6) Subitising (dice patterns).</p> <p>WK3: Meet Seven 7 is one more than 6 Counting (1 to 7).</p> <p>WK4: Meet Eight Counting (1 to 8) 8 is one more than 7 Subitising (8).</p> <p>WK5: Meet Nine Counting (1 to 9) The structure of square numbers (4 and 9) Partitioning and combining 9.</p> <p>WK6: Meet Ten Counting (1 to 10) 10 ones are equivalent to one 10.</p>	<p>WK 1: Adding 1 Counting (1 to 10).</p> <p>WK 2: Subtracting 1 Counting (1 to 10) Counting down 10 to 1.</p> <p>WK3: Exploring equivalent ways to represent 6 Partitioning 6 into equal groups Factors of 6.</p> <p>WK4: Doubling (1, 2, 4, 8) and halving Partitioning 8 into equal groups.</p> <p>WK5: Partitioning 9 into 3 equal groups Partitioning is the inverse of combining.</p>	<p>WK 1: Counting (1 to 8) Number bonds within 7.</p> <p>WK 2: Count back from 10 to 1. Numberblocks that total 10.</p> <p>WK3: Adding more than 1 to make 5 to 10.</p> <p>WK4: A review of numbers 1 to 5</p> <p>WK5: Comparison of numbers 1 to 5 using the language of 'greater than' and 'less than'</p> <p>WK6: Composition of 5 Partitioning and combining 5 in different ways</p>	<p>WK 1: Composition of numbers to 5. Exploring the part-part-whole model to partition and combine numbers to 5</p> <p>WK 2: Introducing the concept of zero Zero is one less than 1 and an absence of something</p> <p>WK3: A review of numbers 6 to 10</p> <p>WK4: Counting to 10</p> <p>WK5: Building with blocks and exploring space and pattern</p> <p>WK6: Composition of numbers to 10. Partitioning and combining numbers in different ways</p>

	<p>Counting to 4 The structure of 4 as a square number Recognition of 4 items without counting (Subitising)</p> <p>WK:7 Meet Five 5 is one more than 4 Counting to 5 Line up 1 to 5 in order</p>	<p>WK5: Composition of numbers 1 to 5 Introduction to the 'part-part-whole' structure of number Partitioning a whole number into parts</p> <p>WK 6: 4 can be partitioned into 2 and 2; and, 1 and 1 and 1 and 1.</p> <p>WK 7: The number of a group can be changed by adding to it or taking from it.</p>				
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p><u>Cardinality and Counting</u> <i>Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents</i></p> <p>WK1: Assessment</p> <p>WK 2: Counting: saying number words in sequence</p> <p>WK 3: Counting: tagging each object</p>	<p><u>Comparison</u> <i>Understanding that comparing numbers involves knowing which numbers are worth more or less than each other</i></p> <p>WK1: More than / less than/the same</p> <p>WK2: numbers 6-10 – recognition, ways of representing</p> <p>WK3: Comparing numbers and reasoning – ordering,</p>	<p><u>Composition</u> <i>Understanding that one number can be composed from two or more smaller numbers</i></p> <p>WK1: Part-whole: identifying smaller numbers within a number</p> <p>WK2: Inverse operations</p> <p>WK3: A number can be partitioned into different pairs of numbers</p>	<p><u>Pattern</u> <i>Looking for and finding patterns helps children notice and understand mathematical relationships</i></p> <p>WK1: Continuing and copying a simple pattern Simple patterns ABAB, moving onto ABCABC etc.</p> <p>WK2: Creating simple patterns Naming of 2D shapes, properties of 2D</p>	<p><u>Cardinality and Counting</u> <i>Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents</i></p> <p>WK1: 1 more/1 less</p> <p>WK2: Ordering numbers to 10</p> <p>WK3: Sharing</p>	<p><u>Measures</u> <i>Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.</i></p> <p>Time and money Teen numbers Subtraction</p> <p>WK1: Recognising attributes One more one less. One more recording.</p>

	<p>with one number word</p> <p>WK 4: Counting: knowing the last number counted gives the total so far</p> <p>WK 5: Subitising: recognising small quantities without needing to count them all</p> <p>WK6: Numeral meanings</p> <p>WK 7: Conservation: knowing that the number does not change if things are rearranged</p>	<p>collecting and comparing data</p> <p>WK4: Knowing the 'one more than/one less than' relationship between counting numbers</p> <p>WK5: addition – counting the total of 2 groups to find the total</p> <p>WK6: addition – problem solving - adding two numbers</p>	<p>WK4: A number can be partitioned into more than two numbers</p> <p>WK5: Number bonds: knowing which pairs make a given number</p> <p>Wk 6 number bonds</p>	<p>shapes. Folding shapes to see what shapes are within it.</p> <p>WK3: Spotting an error in a simple pattern Naming and properties of 3D shapes.</p> <p>WK4: Identifying the unit of repeat in a pattern Number patterns – odds/evens/100 square/ counting in 2's, 5's, 10's.</p> <p>WK5: Continuing a pattern which ends mid-unit Weight, length, capacity. Estimating and predicting</p> <p>WK6: Revisit, review and extend Number bonds to 5 and 10.</p>	<p>WK4: Doubling and halving (wk 19 Jurassic Maths)</p> <p>Wk 5: Odds and evens (wk 20 Jurassic Maths)</p> <p>WK6: Revisit, review and extend Number bonds recap</p>	<p>WK2: Comparing amounts of continuous quantities Subtraction</p> <p>WK3: Estimating and predicting Addition & recording</p> <p>WK4: Comparing indirectly Time & money Seasons.</p> <p>WK5: Recognising the relationship between the size and number of units Teen Numbers</p> <p>WK6: Use units to compare things Number bonds</p> <p>WK7: Use time to sequence events</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Identify one more and one less of a given number.	Identify and represent numbers using objects and pictorial representations	Demonstrate an understanding of inverse relationships involving addition and	Compare, describe and solve practical problems for lengths and heights e.g. long/short,	Count in multiples of twos, fives, and tens from 0 Count to and across 100, forwards and backwards,	Sequence events in chronological order using language e.g. before and after, next, first, today,

	<p>Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$).</p> <p>Demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$).</p> <p>Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>	<p>including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals.</p> <p>Read and write numbers from 1 to 20 in words.</p> <p>Represent and use number bonds within 20.</p> <p>Add one-digit and twodigit numbers to 20, including zero.</p> <p>Subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles.</p> <p>Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.</p>	<p>subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$).</p> <p>Represent and use subtraction facts within 20. Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Represent and use number bonds within 20.</p> <p>Add one-digit and twodigit numbers to 20, including zero.</p> <p>Subtract one-digit and two-digit numbers to 20, including zero.</p>	<p>longer/shorter, tall/short, double/half.</p> <p>Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than.</p> <p>Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter.</p> <p>Measure and begin to record mass/weight.</p> <p>Measure and begin to record capacity and volume.</p> <p>Measure and begin to record length/height.</p>	<p>beginning with 0 or 1, or from any given number.</p> <p>Count and read numbers to 100 in numerals Count and write numbers to 100 in numerals Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones.</p> <p>Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations</p> <p>Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>yesterday, tomorrow, morning, afternoon and evening.</p> <p>Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later.</p> <p>Measure and begin to record time (hours, minutes, seconds).</p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>
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					<p>Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Recall the multiples of 10 below and above	Recall doubles and halves to 20 e.g. knowing that double 2 is 4, double 5 is 10 and half of 18 is 9. Recall and use multiplication and	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal	Use place value and number facts to solve problems. Use reasoning about numbers and relationships to solve more complex	Read scales in divisions of ones, twos, fives and tens Read scales where not all numbers on the scale are given and estimate points in between.

	<p>relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$).</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Compare and order numbers from 0 up to 100; use $=$ and $<$ signs.</p> <p>Read and write numbers to at least 100 in numerals.</p> <p>Read and write numbers to at least 100 in words.</p> <p>Partition two-digit numbers into different combinations of tens and ones using</p>	<p>any given 2 digit number e.g. say that for 67 the multiples are 60 and 70.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.</p>	<p>division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Solve problems involving multiplication and division, using concrete materials and mental methods.</p> <p>Identify and describe the properties of 2-D shapes, including the</p>	<p>parts of the whole. Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Compare and sequence intervals of time.</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Remember the number of minutes in an hour and the number of hours in a day Read the time on a clock to the nearest 15 minutes.</p> <p>Order and arrange combinations of mathematical objects</p>	<p>problems and explain his/her thinking e.g. $29 + 17 = 15 + 4 + ?$; 'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that $48 + 35$ will be less than 100.</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest</p>	<p>Solve missing number problems using addition and subtraction.</p> <p>Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left.</p> <p>Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required.</p>
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	<p>apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones.</p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p>	<p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Use multiplication and division facts for 2, 5 and 10 to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason that 18×5 cannot be 92 as it is not a multiple of 5.</p> <p>Solve word problems involving multiplication and division with more than one step e.g. which has the most biscuits, 4 packets of biscuits with 5 in each</p>	<p>number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p>	<p>in patterns and sequences.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences e.g. find 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices and describe what is different about them.</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	<p>appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.</p>	
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		<p>packet or 3 packets of biscuits with 10 in each packet.</p> <p>the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$.</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p>Ask and answer questions about totalling and comparing categorical data. Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid</p>			
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or	Add and subtract numbers mentally,	Add and subtract amounts of money to give change, using	Count up and down in tenths; recognise that tenths arise from	Add fractions with the same denominator	Draw 2-D shapes and make 3-D shapes using modelling

	<p>100 more or less than a given number.</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>Compare and order numbers up to 1000. Identify, represent and estimate numbers using different representations</p> <p>Read and write numbers up to 1000 in numerals.</p> <p>Read and write numbers up to 1000 in words Solve number problems and practical problems involving these ideas.</p>	<p>including a three-digit number and ones.</p> <p>Add numbers with up to three digits using the formal method of columnar addition.</p> <p>Add and subtract numbers mentally, including a three-digit number and tens.</p> <p>Subtract numbers with up to three digits using the formal method of columnar subtraction.</p> <p>Add and subtract numbers mentally, including a three-digit number and hundreds.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and</p>	<p>both £ and p in practical contexts. Interpret and present data using bar charts, pictograms and tables. Solve one-step and twostep questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.</p>	<p>dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p>	<p>within one whole e.g. $5/7 + 1/7 = 6/7$.</p> <p>Subtract fractions with the same denominator within one whole e.g. $6/7 - 1/7 = 5/7$.</p> <p>Compare and order unit fractions, and fractions with the same denominators Solve fraction problems.</p> <p>Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of</p>	<p>materials; recognise 3-D shapes in different orientations and describe them.</p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles and identify whether other angles are greater or less than a right angle.</p> <p>Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Measure the perimeter of simple 2-D shapes.</p>
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		<p>subtraction.</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>Count up and down in tenths; recognise that tenths arise from</p>			<p>seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events e.g. to calculate the time taken by particular events or tasks.</p>	
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Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	<p>Find 1000 more or less than a given number.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</p> <p>Count backwards through zero to include negative numbers.</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</p> <p>Order and compare numbers beyond 1000. Identify,</p>	<p>dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Recall multiplication and division facts for multiplication tables up to 12×12.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>Solve problems involving multiplying</p>	<p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>Add and subtract fractions with the same denominator</p> <p>Recognise and write decimal equivalents</p>	<p>Compare numbers with the same number of decimal places up to two decimal places Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.</p> <p>Find the effect of dividing a one- or twodigit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p>	<p>Estimate, compare and calculate different measures, including money in pounds and pence. Read, write and convert time between analogue and digital 12- and 24- hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information</p>	<p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p>

	<p>represent and estimate numbers using different representations including measures.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> <p>Add numbers with up to four digits using the formal method of columnar addition.</p> <p>Estimate and use inverse operations to check answers to a calculation</p> <p>Subtract numbers with up to four digits</p>	<p>and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Convert between different units of measure e.g. kilometre to metre; hour to minute.</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p>	<p>of any number of tenths or hundredths.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.</p> <p>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Find the area of rectilinear shapes by counting squares.</p>	<p>Find the area of rectilinear shapes by counting squares.</p>	<p>presented in bar charts, pictograms, tables and other graphs.</p>	<p>Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>Plot specified points and draw sides to complete a given polygon.</p>
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	<p>using the formal method of columnar subtraction.</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	<p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the value of the '7' in 276,541?</p> <p>Find the difference between the largest and smallest whole numbers that can be made from using three digits.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 Interpret negative numbers in context, count forwards and backwards with</p>	<p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and</p>	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>Multiply numbers up to 4 digits by a one- or twodigit number using a formal written method, including</p>	<p>Compare and order fractions whose denominators are all multiples of the same number. Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical</p>	<p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees ($^{\circ}$). Identify angles at a point and one whole turn (total 360°).</p> <p>Identify angles at a point on a straight line and $1/2$ a turn (total 180°). Identify other multiples of 90°.</p>	<p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p>

	<p>positive and negative whole numbers, including through zero.</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>Solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p>methods to use and why.</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables, including timetables.</p>	<p>long multiplication for two-digit numbers.</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Recognise and use square numbers and the notation for squared (2).</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p>	<p>statements > 1 as a mixed number e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$.</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions e.g. $0.71 = \frac{71}{100}$, $8.09 = 8 + \frac{9}{100}$</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p>	<p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</p> <p>Estimate volume e.g. using 1 cm³ blocks to build cuboids (including cubes) and capacity e.g. using water. Solve problems involving converting between units of time.</p> <p>Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling.</p>
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			<p>Recognise and use cube numbers and the notation for cubed (3).</p>	<p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate</p>		
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Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	<p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.</p> <p>Perform mental calculations with mixed operations to carry out calculations</p>	<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Compare and order fractions, including fractions > 1</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$.</p> <p>Divide proper fractions by whole numbers e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$</p> <p>Associate a fraction with division and calculate decimal</p>	<p>Demonstrate an understanding of place value including decimals e.g. $28.13 = 28 + ? + 0.03$.</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. find $\frac{7}{9}$ of 108.</p> <p>Solve problems involving the calculation of percentages e.g. of measures, and such as 15% of 360 and the use of percentages for comparison. -</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal</p>	<p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.</p> <p>Convert between miles and kilometres Recognise that shapes with the same areas can have different perimeters and vice versa.</p>	<p>Draw 2-D shapes using given dimensions and angles.</p> <p>Recognise, describe and build simple 3D shapes, including making nets</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite,</p>	<p>Use his/her knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Solve multi-step problems in contexts, deciding which operations and</p>

	<p>involving the four operations.</p> <p>Solve multi-step problems in contexts, deciding which operations and methods to use and why e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?</p> <p>Solve problems involving addition and subtraction.</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit</p>	<p>fraction equivalents e.g. know that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$ and e.g. 0.375 is equivalent to $\frac{3}{8}$.</p> <p>Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers. Use written division methods in cases where the answer has up to two decimal places</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different</p>	<p>sharing and grouping using knowledge of fractions and multiples Use simple formulae e.g. perimeter of a rectangle or area of a triangle.</p> <p>Generate and describe linear number sequences.</p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p>	<p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units e.g. mm^3 and km^3.</p>	<p>and find missing angles.</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.</p>	<p>methods to use and why e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?</p>
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	<p>whole number using the formal written method of long multiplication.</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</p> <p>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common</p>	<p>contexts e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake.</p> <p>Describe positions on the full coordinate grid (all four quadrants).</p>				
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	multiples and prime numbers.					
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CEC Primary Science Long-Term Curriculum Map

At CEC Primary, we aim to give all our children an understanding of the world around them from the moment they join us. When children are studying Science at the primary level, they should be acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and for the future. This learning is built on each year. At CEC Primary, scientific enquiry skills are embedded in each Science unit the children study with the aim of helping them to answer questions about the world around them. These topics are revisited and developed throughout their time with us. Please see the examples below to show you how these build up throughout the primary. Children are natural scientists and throughout their Reception year, children are exposed to core scientific principles as they are encouraged to question the world around them and talk about the observations they make. For example, in Term 1, they look closely at their own features, they learn about their body and the amazing things it can do. During Term 2, as part of their 'Blast Off' topic, they make asteroids with honeycomb, introducing them to the notion of chemical reactions. They learn about the moon, the planets and become astronauts in their own space station. In Term 3 they become Marine Biologists and Zoologists as they study different animals as part of their 'Wonderful World' topic. Finally, in Term 6 the children become young Botanists when they grow plants from a seed and they develop their observational skills as they closely watch butterflies develop from larvae into fully-grown butterflies, which they then release into the wild. The scientific experiences that the children encounter throughout their Reception year excellently prepare them to become future scientists as they progress onto the next stage of their education in KS1. In Year 1 children will begin to ask simple questions and recognise that they can be answered in a variety of ways. To develop our Working Scientifically skills we will observe the world around us closely, using simple equipment where appropriate and will start to think about how we could identify and classify the objects that we come across. Children will also look at: identifying wild plants and describing the basic structure of a variety of common plants, identifying the 5 main groups of organisms, define carnivores, herbivores and omnivores, label the human body, look at everyday materials and observe the changing seasons throughout the year. In Year 2, children will develop their Working Scientifically skills through using their observation and ideas to suggest answers to questions and gathering and recording data to help in answering questions. Children will also look at: explores the differences between things that are living, dead and those that have never been alive, identify habitats, look at simple food chains, describe what plants need to thrive, find out about the basic needs of animals and compare the suitability of everyday materials. In Year 3, children pupils will be learning Working Scientifically through asking relevant questions, setting up simple practical enquiries, making systematic and careful observations, recording findings and using results to draw simple conclusions. Children will also: identify and describe the function of plants, investigate the way in which water is transported in plants, identify the needs and structures of animals, compare and group together rock and soil types, explore light and shadows and look into the effect of forces. In Year 4, children will look at Working Scientifically through comparative and fair testing, using

simple scientific language, drawings and charts, report findings from enquiries, using results to make predictions whilst suggesting improvements and raise further questions and use straightforward scientific evidence to answer questions to support their findings. Children will also: recognise living things can be grouped in a variety of ways, use classification keys, describe the functions of the human body, identify food chains, identify how sounds are made and investigate electricity. In Year 5, children will engage in Work Scientifically through planning different types of scientific enquiries, taking measurements, recording data and results, using test results to make predictions and identifying scientific evidence that has been used to support or refute ideas or arguments. Children will also: describe life cycles, discuss the separation of materials and classify gases, solids and liquids, begin learning about Earth and Space and investigate how to increase the effects of forces. In Year 6, children will Work Scientifically by recognising and controlling variables, increase the accuracy and precision of taking measurements, record results with increasing complexity, make predictions to set up further comparative and fair tests and report and present findings. Children will also: describe how living things are classified, identify human needs and the impact of diet, exercise, drugs and lifestyles, recognise that living things change over time, identify how animals are adapted to suit environments, explore light and investigate electricity with increased complexity. All children are encouraged to develop and use a range of skills including observations, planning and investigations. Specialist vocabulary for topics is taught and built up, and effective questioning to communicate ideas is encouraged. Concepts taught should be reinforced by focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. We are developing the following types of scientific enquiry at CEC Primary: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. We aim, through our teaching, for our children to develop an interest and enthusiasm for Science.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Throughout their Reception year, children are exposed to core scientific principles, they are encouraged to question the world around them and talk about the observations they make. For example, in Term 1 during their 'Superhero Me' topic, they look closely at their own features, they learn about their body and the amazing things it can do. During Term 2, as part of their 'Blast Off' topic, they make creators on the surface of the moon with flour, introducing them to the principle of simple tests . They learn about, and are encouraged to ask question the moon, the planets and stars as they become astronauts in their own space station. In Term 3 they become pirates and explore the science of floating and sinking as they make boats with different materials. The children gather data when learning about different types of sea creatures. In Term 4 the children become Zoologists as they classify different animals as part of their 'Splendid Safari' topic. In Term 5 the children become young Botanists when they grow plants from a seed and they develop their observational skills as they closely watch butterflies develop from larvae into fully-grown butterflies. Finally, in Term 6 the children become young Botanists when they grow plants from a seed and they develop their observational skills as they closely watch butterflies develop from larvae into fully-grown butterflies					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Polar Adventures I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can perform simple tests. I can identify and classify.</p> <p>I can use observations and ideas to suggest answers to questions.</p>	<p>Who Am I? I can observe things using simple equipment.</p> <p>I can identify and sort different things.</p> <p>I can collect and record data to help answer questions.</p>	<p>Rising Star - Switched On 'Holiday'</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe things using simple equipment.</p> <p>I can perform simple tests.</p> <p>I can identify and classify. I can use their observations and ideas to suggest answers to questions.</p>	<p>Rising Star - Switched On 'On Safari'</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can gather and record data to help in answering questions.</p> <p>I can describe the simple physical</p>	<p>Rising Star - Switched On 'Celebrations'</p> <p>I can observe things using simple equipment.</p> <p>I can identify and classify.</p> <p>I can perform simple tests.</p> <p>I can use observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help in answering questions.</p>	<p>Rising Star - Switched On 'Treasure Island'</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely, using simple equipment.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use their observations and ideas to suggest answers to questions.</p>

			I can gather and record data to help in answering questions.	properties of a variety of everyday materials.		I can gather and record data to help in answering questions.
Year 1 National Curriculum Science Statements	<p>Working Scientifically</p> <ul style="list-style-type: none"> - Ask simple questions and recognise that they can be answered in different ways (Polar Regions) (On Safari) (Holiday) - Use simple equipment to observe closely (Who am I?) (On Safari) (Holiday) (Celebrations) - Perform simple tests (Polar Regions) (On Safari) (Holiday) - Identify and classify (Polar Regions) (On Safari) (Holiday) (Celebrations) - Use his/her observations and ideas to suggest answers to questions (Polar Regions) (On Safari) (Holiday) (Celebrations) - Gather and record data to help in answering questions (Who am I?) (Holiday) (Celebrations) <p>Animals, Including Humans</p> <ul style="list-style-type: none"> - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Polar Regions) (Holiday) (On Safari) (Treasure Island) - Group animals according to what they eat (Treasure Island) - Identify and name a variety of common animals that are carnivores, herbivores and omnivores (Holiday) (On Safari) - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals, including pets (Polar Regions) (Holiday) (On Safari) - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Who am I?) (Treasure Island) <p>Materials</p> <ul style="list-style-type: none"> - Distinguish between an object and the material from which it is made (Celebrations) - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock (Polar Regions) (Holiday) (On Safari) (Celebrations) - Describe the simple physical properties of a variety of everyday materials (Polar Regions) (Holiday) (Celebrations) (Treasure Island) - Compare and group together a variety of everyday materials on the basis of their simple physical properties (Treasure Island) <p>Plants</p> <ul style="list-style-type: none"> - Identify and name a variety of common wild and garden plants, including, deciduous and evergreen trees (Treasure Island) - Identify and describe the basic structure of a variety of common flowering plants, including trees (Celebrations) <p>Seasonal Changes- taught throughout the year, not as a standalone unit</p> <ul style="list-style-type: none"> - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies 					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Rising Star - Switched On 'Healthy Me'	Rising Star - Switched On 'Mini Worlds' I can observe closely.	Rising Star - Switched On	Rising Star - Switched On 'Move It'	Rising Star - Switched On 'Young Gardeners'	Rising Star - Switched On 'Little Masterchefs'

	<p>I can observe closely.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use observations and ideas to suggest answers to questions.</p> <p>I can gather and record data in answering questions.</p>	<p>I can identify and classify.</p> <p>I can use observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help in answering questions.</p>	<p>'Materials Monster'</p> <p>I can observe closely.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help in answering questions.</p>	<p>I can observe closely.</p> <p>I can perform simple tests. I can identify and classify.</p> <p>I can use observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help in answering questions.</p>	<p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely, using simple equipment.</p> <p>I can perform simple tests.</p> <p>I can identify and classify</p>	<p>I can observe closely.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help in answering questions</p>
<p>Year 2 National Curriculum Science Statements</p>	<p>Working Scientifically</p> <ul style="list-style-type: none"> - Ask simple questions and recognise that they can be answered in different ways, including use of scientific language from the national curriculum (Move It) (Young Gardeners) - Use simple equipment to observe closely including changes over time (Healthy Me) (Mini Worlds) (Materials Monster) (Move It) (Young Gardeners) - Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways (Little Masterchefs) - Perform simple comparative tests (Healthy Me) (Materials Monster) (Young Gardeners) - Identify groups and classify (Healthy Me) (Mini Worlds) (Materials Monster) (Move It) (Young Gardeners) - Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Healthy Me) (Mini Worlds) (Materials Monster) (Move It) (Young Gardeners) - Gather and record data to help in answering questions including from secondary sources of information (Healthy Me) (Mini Worlds) (Materials Monster) (Move It) (Young Gardeners) <p>Animals, Including Humans</p> <ul style="list-style-type: none"> - Understand that animals, including humans, have offspring which grow into adults (Little Masterchefs) - Describe the basic needs of animals, including humans, for survival (food, water, air) (Mini Worlds) (Little Masterchefs) - Describe the importance for humans of exercise eating the right amounts of different types of food and hygiene (Healthy Me) (Little Masterchefs) <p>Living Things and their Habitat</p> <ul style="list-style-type: none"> - Explore and compare the differences between things that are living, things that are dead and things that have never been alive (Mini Worlds) 					

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other (Mini Worlds)
- Identify and name a variety of plants and animals in their habitats, including micro-habitats (Mini Worlds)
- 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 (Mini Worlds)

Materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Mini Worlds) (Materials Monster) (Young Gardeners) (Little Masterchefs)
- Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Materials Monster) (Move It) (Little Masterchefs)

Plants

- Observe and describe how seeds and bulbs grow into mature plants (Young Gardeners) (Little Masterchefs)
- Describe how plants need water, light and a suitable temperature to grow, stay healthy and describe the impact of changing these (Young Gardeners)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p>Chemistry 'Practical Skills'</p> <p>I can set up simple practical enquiries, comparative and fair tests.</p> <p>I can make systematic and careful observations. I can gather, record, classify and present data.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	<p>Rising Star - Switched On 'Food and Our Bodies</p> <p>' I can gather, record and present data in different ways.</p> <p>I can observe and compare animals with and without skeletons.</p> <p>I can make systematic and careful observations.</p>	<p>Rising Star - Switched On 'Mirror, Mirror'</p> <p>I can record observations and make sense of them.</p> <p>I can design and carry out a fair test.</p> <p>I can research and gather some key facts about how mirrors have been made over the centuries.</p>	<p>Rising Star - Switched On 'How does your garden grow?'</p> <p>I can set up simple practical enquiries.</p> <p>I can ask relevant questions and use different types of scientific enquiry to answer them.</p> <p>I can record the findings using drawings and labelled diagrams.</p>	<p>Rising Star - Switched On 'Opposites Attract'</p> <p>I can report and present findings from enquiries.</p> <p>I can list at least ten uses of magnets in everyday life.</p> <p>I can predict whether two magnets will attract or repel each other.</p>	<p>Rising Star - Switched On 'We are Astronauts'</p> <p>I can set up simple practical enquiries.</p> <p>I can ask relevant questions and use different types of scientific enquiry to answer them.</p> <p>I can record the findings using drawings and labelled diagrams.</p>

	<p>I can report on findings from enquiries.</p> <p>I can use results to draw simple conclusions.</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>I can use straightforward scientific evidence to answer questions or to support my findings.</p>					
<p>Year 3 National Curriculum Science Statements</p>	<p>Working Scientifically</p> <ul style="list-style-type: none"> - Ask relevant questions and use different types of scientific enquiries to answer them (Practical Skills) (Mirror, Mirror) (How does your garden grow?) (Opposites Attract) (We are Astronauts) - Set up simple practical enquiries, comparative and fair tests (Practical Skills) (Earth Rocks) (Mirror, Mirror) (How does your garden grow?) (Opposites Attract) - Make systematic and careful observations and where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Food and Our Bodies) - Gather, record, classify and present data in a variety of ways to help in answering questions (Practical Skills) (Earth Rocks) (Food and Our Bodies) (Opposites Attract) - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (Practical Skills) (Mirror, Mirror) (How does your garden grow?) - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Practical Skills) (Mirror, Mirror) (We are Astronauts) - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Practical Skills) (Earth Rocks) - Identify differences, similarities or changes related to simple scientific ideas and processes (Practical Skills) (Food and Our Bodies) (We are Astronauts) 					

- Use straightforward scientific evidence to answer questions or to support his/her findings (Practical Skills) (Food and Our Bodies) (Opposites Attract)

Animals, Including Humans

- Identify that animals, including humans, need the right types and amounts of nutrition and they cannot make their own food. They get nutrition from what they eat. (Food and Our Bodies)
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement (Food and Our Bodies)

Forces and Magnets

- Compare how things move on different surfaces (Opposites Attract)
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance (Opposites Attract)
- Observe how magnets attract or repel each other and attract some materials and not others (Opposites Attract)
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials (Opposites Attract)
- Describe magnets as having two poles (Opposites Attract) (We are Astronauts)
- Predict whether two magnets will attract or repel each other depending on which poles are facing (Opposites Attract) (We are Astronauts)

Light

- Recognise that he/she needs light in order to see things and that dark is the absence of light (Mirror, Mirror)
- Notice that light is reflected from surfaces (Mirror, Mirror)
- Recognise that light from the sun can be dangerous and there are ways to protect your eyes (Mirror, Mirror)
- Recognise that shadows are formed when the light from a light source is blocked by a solid object (Mirror, Mirror) (We are Astronauts)
- Find patterns in the way that a shadow changes in size (Mirror, Mirror) (We are Astronauts)

Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (How does your garden grow?)
- Explore and describe 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 (How does your garden grow?)
- Investigate the way in which water is transported in plants (How does your garden grow?)
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal (How does your garden grow?)

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Earth Rocks) (We are Astronauts)
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock (Earth Rocks)
- Recognise that soils are made from rocks and organic matter (Earth Rocks) (We are Astronauts)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	<p>Physics 'Sound'</p> <p>I can identify how sounds are made.</p> <p>I can recognise that vibrations from sounds travel through a medium to the ear.</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>I can find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I can recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Rising Star - Switched On ' Living Things'</p> <p>I can ask questions that can be used to construct a key.</p> <p>I can make careful observations.</p> <p>I can ask relevant questions in order to sort and classify.</p>	<p>Rising Star - Switched On 'Looking at States'</p> <p>I can record what has been learnt in a variety of ways.</p> <p>I can use research skills to find out about temperature.</p> <p>I can make careful observations and record these.</p>	<p>Rising Star - Switched On 'Teeth and Eating'</p> <p>I can make observations and form conclusions.</p> <p>I can make observations and record findings using scientific language and labelled diagrams.</p>	<p>Rising Star - Switched On 'Power It Up'</p> <p>I can classify and record data.</p> <p>I can use results to draw simple conclusions.</p> <p>I can apply prior learning to a problem or question.</p>	<p>Rising Star - Switched On 'Brilliant Bubbles'</p> <p>I can set up simple practical enquiries and fair tests.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further.</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes.</p>

Year 4 National
Curriculum
Science
Statements

Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them (Sound)
- Set up simple practical enquiries and fair tests (Sound) (Brilliant Bubbles)
- Make systematic and careful observations and where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Living Things) (Teeth and Eating)
- Gather, record, classify and present data in a variety of easy to help in answering questions (Sound) (Power it Up)
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Living Things) (Looking at States) (Power it Up)
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Sound) (Looking at States) (Power it Up) (Brilliant Bubbles)
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Sound) (Looking at States) (Teeth and Eating) (Brilliant Bubbles)
- Identify differences, similarities or changes related to simple scientific ideas and processes (Power it Up) (Brilliant Bubbles)
- Use straightforward scientific evidence to answer questions or to support his/her findings (Sound) (Power it Up)

Animals, Including Humans

- Describe the simple functions of the basic parts of the digestive system in humans (Teeth and Eating)
- Identify the different types of teeth in humans and their simple functions (Teeth and Eating)
- Construct and interpret a variety of food chains, identifying producers, predators and prey (Living Things) (Teeth and Eating)

Electricity

- Identify common appliances that run on electricity (Power it Up)
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers(Power it Up)
- Identify whether or not a lamp will lighting simple series circuit, based on whether or not the lamp is part of a complete loop with a battery (Power it Up)
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (Power it Up)
- Recognise some common conductors and insulators and associate metals, with being good conductors (Power it Up)

Living things and their Habitat

- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment(Living Things)
- Recognise that environments can change and that this can sometimes pose danger and have an impact on living things Sound - Identify how sounds are made, associating some of them with something vibrating (Sound)
- Recognise that vibrations from sounds travel through a medium to the ear (Sound)
- Find patterns between the volume of a sound and the strength of the vibrations that produced it (Sound)
- Recognise that sounds gets fainter as the distance from the sound source increases (Sound)

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases (Looking at States) (Brilliant Bubbles)
- Observe some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (Looking at States) (Brilliant Bubbles)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (Looking at States)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	<p>Chemistry 'Separating Mixtures'</p> <p>I can compare and group together everyday materials.</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated.</p> <p>I can recognise that some materials will dissolve in liquid to form a solution.</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>I can explain that some changes result in the formation of new materials. I can</p>	<p>Rising Star - Switched On 'Material World'</p> <p>I can plan comparative or fair tests and then take accurate measurements and make accurate observations.</p> <p>I can use relevant scientific language to explain their ideas.</p> <p>I can report and present findings from enquiries.</p>	<p>Rising Star - Switched On 'Circle of Life'</p> <p>I can take measurements and presenting findings from enquiries.</p> <p>I can report and present findings from enquiries.</p>	<p>Rising Star - Switched On 'Let's Get Moving'</p> <p>I can explain some of the effects of gravity.</p> <p>I can set up, carry out and make sense of a variety of investigations.</p> <p>I can design and make machines that use levers, pulleys, springs and gears.</p>	<p>Rising Star - Switched On 'Growing Up and Growing Old'</p> <p>I can identify scientific evidence that has been used and to support or refute ideas or argument.</p> <p>I can collect and compare data.</p>	<p>Rising Star - Switched On 'Super Scientists'</p> <p>I can report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>

	<p>plan different types of scientific enquiries.</p> <p>I can take measurements, using a range of scientific equipment. I can use test results to make predictions.</p> <p>I can report and present findings from enquiries.</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>					
<p>Year 5 National Curriculum Science Statements</p>	<p>Working Scientifically</p> <ul style="list-style-type: none"> - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Separating Mixtures) (Out of this World) (Let's Get Moving) - Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Separating Mixtures) (Material World) (Circle of Life) (Let's Get Moving) - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - Use test results to make predictions to set up further comparative and fair tests (Separating Mixtures) (Out of this World) (Material World) (Growing Up and Growing Old) - Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Separating Mixtures) (Material World) (Circle of Life) (Let's Get Moving) (Super Scientists) - Identify scientific evidence that has been used and to support or refute ideas or argument (Separating Mixtures) (Material World) (Let's Get Moving) (Growing Up and Growing Old) (Super Scientists) <p>Animals, Including Humans</p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age (Growing Up and Growing Old) Earth and Space - Describe the movement of the Earth, and other planets, relative to the Sun in the Solar system (Out of this World) 					

- Describe the movement of the moon relative to the Earth (Out of this World)
- Describe the sun, Earth and Moon as approximately spherical bodies (Out of this World)
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (Out of this World)

Forces and Magnets

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (Let's Get Moving)
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces (Let's Get Moving)
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect (Let's Get Moving)

Living things and their Habitat

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Circle of Life) (Growing Up and Growing Old)
- Describe the life processes of reproduction in some plants and animals (Circle of Life) (Growing Up and Growing Old)

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 (Separating Mixtures)
- Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (Separating Mixtures) (Material World)
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (Separating Mixtures) (Material World) (Super Scientists)
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (Super Scientists)
- Demonstrate that dissolving, mixing, and changes of state are reversible changes (Separating Mixtures) (Material World)
- 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 (Separating Mixtures) (Material World) (Super Scientists)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	<p>Biology 'Diet and Lifestyle'</p> <p>I can identify and name the main parts of the human circulatory system.</p> <p>I can recognise the impact of diet, exercise, drugs and</p>	<p>Rising Star - Switched On 'Classifying Critters'</p> <p>I can decide on the best way to present evidence.</p> <p>I can interpret observations and use them to develop explanations.</p>	<p>Rising Star - Switched On 'Let it Shine'</p> <p>I can represent and report on findings.</p> <p>I can take accurate measurements.</p>	<p>Rising Star - Switched On 'We're Evolving'</p> <p>I can collect and present data in a variety of ways.</p> <p>I can develop research skills and interpret data.</p>	<p>Rising Star - Switched On 'Electrifying'</p> <p>I can present findings and conclusions.</p> <p>I can plan how to investigate an idea by managing variables.</p>	<p>Rising Star - Switched On 'We are Dinosaur Hunters'</p> <p>I can make accurate measurements.</p> <p>I can record and interpret results.</p>

	<p>lifestyle on the way their bodies function.</p> <p>I can describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>I can interpret observations and use them to develop explanations.</p>	<p>I can identify and manage variables in an investigation.</p> <p>I can present findings and conclusions from experiments.</p> <p>I can use secondary sources to answer questions.</p> <p>I can make observations and raise further questions to investigate.</p>	<p>I can recognise that observations can be used to support ideas.</p>	<p>I can use results to make predictions and suggest further tests to conduct.</p>	<p>I can use results to make predictions.</p> <p>I can make accurate observations.</p> <p>I can present and evaluate the findings from their enquiries.</p> <p>I can make detailed observations. I can decide if I agree with other people's results and ideas.</p> <p>I can explain what my observations show.</p> <p>I can say how good my evidence is and whether it needs more research.</p>
<p>Year 6 National Curriculum Science Statements</p>	<p>Working Scientifically</p> <ul style="list-style-type: none"> - Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary (Classifying Critters) (Let it Shine) (We're Evolving) (Electrifying) - Take measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate (Let it Shine) (Electrifying) (We are Dinosaur Hunters) - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Diet and Lifestyle) (Electrifying) (We are Dinosaur Hunters) - Use test results to make predictions to set up further comparative and fair tests (We are Dinosaur Hunters) - Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results in oral and written forms such as displays and other presentations (Diet and Lifestyle) (Classifying Critters) (Let it Shine) (Let it Shine) (We're Evolving) (Electrifying) (We are Dinosaur Hunters) - Identify scientific evidence that has been used to support or refute ideas or arguments (Diet and Lifestyle) - Describe and evaluate their own and other peoples scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources (We're Evolving) (We are Dinosaur Hunters) 					

- Group and classify things and recognise patterns (Classifying Critters)
- Find things out using a wide range of secondary sources of information (Let it Shine) (We are Dinosaur Hunters)
- Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings (Let it Shine) (We are Dinosaur Hunters)

Animals, Including Humans

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

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit (Electrifying)
- 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 (Electrifying)
- Use recognised symbols when representing a simple circuit in a diagram (Electrifying)

Evolution and Inheritance

- Recognise that living things have changed over time that fossils provide information about living things that inhabited the Earth millions of years ago (classifying critters) (We're Evolving) (We are Dinosaur Hunters)
- Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents (classifying critters) (We're Evolving)
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptations may lead to evolution (We're Evolving)

Light

- Recognise that light appears to travel in straight lines (Let it Shine)
- 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 (Let it Shine)
- 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 (Let it Shine)
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them (Let it Shine)

Classification

- Describe how living things are classified into broad groups, according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals (Classifying Critters) (We're Evolving)
- Give reasons for classifying plants and animals based on specific characteristics and based on similarities and differences, including micro-organisms, plants and animals (Classifying Critters) - Give reasons for classifying plants and animals based on specific characteristics (Classifying Critters)

CEC Primary Religious Education Long-Term Curriculum Map

The Religious Education Curriculum at CEC Primary aims to ensure children explore what people believe and what difference this makes to how they live. This means that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Children in our Reception classes are prepared for future RE learning throughout their everyday curriculum. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to others' opinions in a respectful manner. For example, in Term 1, children discuss their families and special events in their lives; they share how they celebrate events and begin to understand that there are differences between families. They look at what makes them unique and what makes their friends just as unique. In Term 5, during their 'Super Safari' topic, they learn about the lives of people in Ghana and make comparisons to their own lives. Children move to Year 1 with a firm foundation of understanding, it is this understanding that will prepare them for the next stage of their RE learning. RE is taught for one hour a week in every Key Stage One and Two class at CEC Primary. Each unit is planned in detail and will develop the skills below: Children can ask challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Children have knowledge about religions and beliefs in local, national and global contexts. Children can weigh up the value of wisdom from different sources. Children can agree or disagree respectfully. Children can articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ. Children can develop their ideas, values and identities. Children can participate positively in our society, with its diverse religions and beliefs. At CEC Primary, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Teachers plan Religious Education lessons in 'blocks' so learning can progress over the course of a number of days. We enhance our religious curriculum with trips to various places of worship. Children complete termly reflections on the unit of RE that they have been learning and will write answers to philosophical/open questions. We use the Plymouth, Devon and Torbay Locally Agreed Syllabus to inform the RE curriculum.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Children in our Reception classes are prepared for future R.E. learning throughout their everyday curriculum. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to others' opinions and beliefs in a respectful manner. For example, in Term 1 during their 'Superhero Me' topic, children discuss their families and special events in their lives; they share how they celebrate events and begin to understand that there are differences between the way in which families live. They look at what makes them unique and what makes their friends just as unique. In Term 4, during their 'Super Safari' topic, they learn about the lives of people in Ghana and make comparisons to their own lives and way of living. Through carefully planned DEAR sessions and SMSC Assemblies children learn that different communities have different ideas, values and identities.					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>What do Christians believe God is like?</p> <p>I can identify a parable. I can explore the Story of the Lost Son.</p> <p>I can discuss the Story of the Lost Son means to Christians.</p> <p>I can explain how Christians show their belief in God. I can explain how Christians put their beliefs into practise</p> <p>I can write about what I have learnt from the Story of the Lost Son.</p>	<p>Why does Christmas matter to Christians?</p> <p>I can recognise that Jesus is believed to be God on Earth.</p> <p>I can recognise the importance of baby Jesus. I can retell the Nativity story.</p> <p>I can explain why Christmas is important for Christians.</p> <p>I can define what 'advent' means.</p> <p>I can compare religious and non-religious views about Christmas.</p>	<p>Who do Christians say made the world?</p> <p>I can listen to the story of creation from Genesis.</p> <p>I can retell the story of creation from Genesis.</p> <p>I can identify how to show gratitude.</p> <p>I can identify ways that Christians show gratitude.</p> <p>I can ask questions about Creation.</p> <p>I can explain what I have learnt from Genesis.</p>	<p>What is the 'good news' Christians believe Jesus brings?</p> <p>I can discuss the 12 disciples. I can identify how Jesus teaches us about forgiveness.</p> <p>I can identify how Jesus teaches us about peace.</p> <p>I can identify ways that Christians bring Jesus' good news to others.</p> <p>I can identify ways that Christians say sorry to God.</p> <p>I can explain what I have learnt from the Gospel of Jesus.</p>	<p>Why does Easter matter to Christians?</p> <p>I can listen to and discuss the story of Holy Week.</p> <p>I can participate in an Easter Labyrinth.</p> <p>I can discuss the emotions of Jesus' followers.</p> <p>I can define the term resurrection. I can talk about how Holy Week is celebrated.</p> <p>I can reflect on the way the story changes from sadness to happiness.</p>	<p>Who is a Muslim and how do they live?</p> <p>I can state what a Muslim is. I can explore the name of the pillars of Islam.</p> <p>I can explain the Salah Pillar and what it means.</p> <p>I can explain the Zakat Pillar and what it means.</p> <p>I can explain the Sawm Pillar and what it means.</p> <p>I can explain the Hajj Pillar and what it means</p>

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	<p>Who is Muslim and how do they live?</p> <p>I can identify the 99 names of Allah.</p> <p>I can recognise the words of the Shahadah and that it is very important for Muslims.</p> <p>I can begin to consider how their beliefs impact how a Muslim lives.</p> <p>I can give an example of a story about the Prophet.</p> <p>I can give an example of a story about the Prophet.</p> <p>I can reflect on Muslim beliefs and ways of living.</p>	<p>Who is Jewish and how do they live?</p> <p>I can consider what is meaningful to me.</p> <p>I can learn the special objects to Jewish people.</p> <p>I can learn what the mezuzah is.</p> <p>I can learn what the Shema is.</p> <p>I can learn what a mezuzot is.</p> <p>I can decide on my own important messages.</p>	<p>Who is Jewish and how do they live?</p> <p>I can learn what Shabbat is.</p> <p>I can learn the traditional Shabbat greeting.</p> <p>I can reflect on what Jewish people do on Shabbat.</p> <p>I can learn the story of David and Goliath.</p> <p>I can learn the story of Chanukah.</p> <p>I can reflect on the importance of Chanukah.</p>	<p>What makes some places sacred to believers?</p> <p>I can understand the terms 'holy' and 'sacred'.</p> <p>I can identify a place of worship sacred to Christians.</p> <p>I can identify a place of worship sacred to Jewish people.</p> <p>I can identify a place of worship sacred to Muslims.</p> <p>I can compare and contrast places of worship.</p> <p>I can compare religious places of worship to non-religious special places.</p>	<p>How should we care for others and the world and why does it matter?</p> <p>I can understand the Christian belief that each person is valuable.</p> <p>I can recognise caring actions.</p> <p>I can understand Jesus' teachings about being a good neighbour.</p> <p>I can understand the meaning of the story the Good Samaritan.</p> <p>I can recount the story of Genesis.</p> <p>I can understand the meaning in the story of Genesis.</p>	<p>What does it mean to belong to a faith community?</p> <p>I can explore the concept of belonging.</p> <p>I can understand symbols of Christian belonging.</p> <p>I can understand symbols of Muslim belonging.</p> <p>I can understand symbols of Jewish belonging.</p> <p>I can learn about Christian baptism.</p> <p>I can learn how a baby is welcomed in Islam.</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p>What do Christians learn from the Creation story?</p>	<p>What is it like for someone to follow God?</p>	<p>What is the trinity and why is it important for Christians?</p>	<p>What kind of world did Jesus want?</p>	<p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>For Christians, what was the impact of the Pentecost?</p>

	<p>I can appreciate the natural world.</p> <p>I can define God.</p> <p>I can understand God as Creator.</p> <p>I can identify how Christians look after the world.</p> <p>I can compare Christian views to non-Christian views.</p> <p>I can explain why Christians say sorry to God.</p>	<p>I can understand the purpose of the Bible.</p> <p>I can learn the story of Noah.</p> <p>I can understand God's covenant.</p> <p>I can recognise covenants that people make.</p> <p>I can identify the promises made at a Christian wedding.</p> <p>I can describe what it is like to follow God.</p>	<p>I can define the Trinity.</p> <p>I can explore the Gospel of Matthew.</p> <p>I can explain the symbolism of water</p> <p>I can compare and contrast art about baptism.</p> <p>I can write a baptism prayer.</p> <p>I can use art to express the Trinity.</p>	<p>I can identify a text from the Gospel.</p> <p>I can identify the Beatitudes and their purpose.</p> <p>I can learn the story of when Jesus healed the blind man.</p> <p>I can learn the story of when Jesus healed the paralysed man.</p> <p>I can learn the story of when Jesus fed the 5000.</p> <p>I can explore Jesus' teachings about love.</p>	<p>I can revisit the story of Holy Week.</p> <p>I can imagine how Mary felt during Holy Week.</p> <p>I can learn how Christians mark Holy Week.</p> <p>I can explore the emotions Christian experience during Holy Week.</p> <p>I can create a performance of Palm Sunday with a group.</p>	<p>I can revisit my learning on Holy Week.</p> <p>I can explore artwork about the Pentecost.</p> <p>I can learn about the Christian belief that the world is God's kingdom.</p> <p>I can explore beliefs about the Holy Spirit.</p> <p>I can identify how Pentecost is celebrated by Christians.</p> <p>I can identify and explain my own beliefs.</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	<p>What do Hindus believe God is like?</p> <p>I can define what 'Aum' is.</p> <p>I can retell the story of Svetaketu.</p> <p>I can recognise that deities are ways of understanding God.</p>	<p>What does it mean to be Hindu in Britain today?</p> <p>I can learn how Hindus show their faith.</p> <p>I can learn about Hindu worship in the community.</p> <p>I can learn how Hindus show their faith at home.</p>	<p>How do festivals and worship show what matters to Muslims?</p> <p>I can recap my prior learning about Islam.</p> <p>I can learn what the opening chapter of the Qur'an teaches Muslims about God.</p> <p>I can explore how Muslims pray.</p>	<p>How do festivals and family life show what matters to Jewish people?</p> <p>I can explain how Jewish families celebrate every week.</p> <p>I can explain how Jewish families celebrate every week.</p>	<p>How and why do people mark the significant events of life?</p> <p>I can appreciate that life is a journey.</p> <p>I can learn about Bar and Bat Mitvahs.</p> <p>I can explain Bar and Bat Mitvahs.</p>	<p>How and why do people try to make the world a better place?</p> <p>I can explore views on what is wrong with the world.</p> <p>I can explore the 'Golden Rule'.</p>

	<p>I can recognise some Hindu deities.</p> <p>I can define the Hindu belief of reincarnation.</p> <p>I can learn what Puja is.</p>	<p>I can understand the story of Diwali.</p> <p>I can understand what it means to be a Hindu.</p>	<p>I can explore the significance of prayer to Muslims.</p> <p>I can recognise why the mosque is a special place for Muslims.</p> <p>I can explain what matters to Muslims.</p>	<p>I can explain why people celebrate Rosh Hashanah and Yom Kippur.</p> <p>I can explore the story 'Jonah and the Big Fish'.</p> <p>I can learn the Story of Exodus.</p> <p>I can explain why Pesach is important to Jewish people.</p>	<p>I can learn how Hindus mark the journey of life.</p> <p>I can learn about upanayana ceremonies.</p> <p>I can consider why people get married.</p>	<p>I can explore Jewish teachings about repairing the world.</p> <p>I can research an inspiring Christian person.</p> <p>I can describe examples of how Muslims practice charity.</p> <p>I can consider how to make the world a better place.</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	<p>What does it mean if Christians believe God is holy and loving?</p> <p>I can develop my own ideas on the concept of a divine being.</p> <p>I can explore the Bible for ideas about God.</p> <p>I can explore Christian music for ideas about God.</p> <p>I can explore Cathedrals and Churches for ideas about God.</p>	<p>Creation and science: conflicting or complementary?</p> <p>I can recall the story of Genesis.</p> <p>I can consider how the Big Bang theory contradicts with Genesis.</p> <p>I can consider how the theory of evolution contradicts with Genesis.</p> <p>I can ask philosophical questions.</p> <p>I can consider my opinion on Genesis.</p>	<p>Why do Christians believe Jesus was the Messiah?</p> <p>I can identify the 'big story' of the Bible.</p> <p>I can explore prophecies in the Old Testament.</p> <p>I can identify Jesus as the Messiah in the New Testament.</p> <p>I can use evidence that suggests Jesus is the Messiah.</p>	<p>How do Christians decide how to live? 'What would Jesus do?'</p> <p>I can explore 'The Wise and Foolish Builders'.</p> <p>I can explore 'The Sermon on the Mount'.</p> <p>I can explore 'The Centurion's Servant'.</p> <p>I can examine how prayer and healing are inspired by Jesus.</p> <p>I can examine how friendship and</p>	<p>What do Christians believe Jesus did to 'save' people?</p> <p>I can revise my understanding of Holy Week.</p> <p>I can recognise that Jesus' death was a sacrifice.</p> <p>I can question whether life is determined by God.</p> <p>I can explain what a Holy Communion is.</p> <p>I can consider types of sacrifice.</p>	<p>For Christians, what kind of king is Jesus?</p> <p>I can consider how to make the world a better place.</p> <p>I can explore what the Kingdom of God is.</p> <p>I can explore the parable of the Great Banquet.</p> <p>I can explore what kind of King Jesus is.</p> <p>I can explore how Churches work towards a better world.</p>

	<p>I can consider why Christians believe God is holy and loving.</p> <p>I can decide on guidelines for living.</p>	<p>I can explain my opinion on Creation vs Science in detail.</p>	<p>I can consider whether Jesus is the Messiah.</p>	<p>justice are inspired by Jesus.</p> <p>I can question whether Jesus' teachings make Christians better people.</p>	<p>I can explore the statement: Sacrifice is good and necessary for making the world a better place.</p>	<p>I can consider what kind of King Jesus is to Christians.</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	<p>Why do Hindus want to be good?</p> <p>I can explain the key concepts of Hinduism.</p> <p>I can understand the Hindu belief of reincarnation.</p> <p>I can understand the Hindu concept of karma.</p> <p>I can consider how Hindu beliefs impact how they live.</p> <p>I can research the life of Gandhi.</p> <p>I can answer the question: Why do Hindus want to be good?</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>I can learn facts about Muslims in Britain today.</p> <p>I can understand the meaning of the Five Pillars.</p> <p>I can create Islamic art, using geometric patterns.</p> <p>I can understand Hajj.</p> <p>I can understand the Qu'ran.</p> <p>I can understand the architecture of a mosque.</p>	<p>Why is the Torah so important to Jewish people?</p> <p>I can recognise different Jewish communities.</p> <p>I can state what Jews believe about God.</p> <p>I can understand messages in the Torah.</p> <p>I can learn about the significance of the Torah.</p> <p>I can understand Jewish Kosher.</p> <p>I can understand Jewish law.</p>	<p>What matters most to Humanists and to Christians?</p> <p>I can explain the difference between good and bad actions.</p> <p>I can understand the meaning of a conscience.</p> <p>I can define what a Humanist is.</p> <p>I can consider what values matter most to Christians.</p> <p>I can consider the importance of different values and give my own opinion.</p> <p>I can explore the agreements and disagreements about values between</p>	<p>Why do some people believe in God and some people not?</p> <p>I can recognise how many people believe in God.</p> <p>I can question if God is real. I can question why people believe in God.</p> <p>I can explore the debate around science and God.</p> <p>I can consider how beliefs affect actions.</p> <p>I can explore the Big Question: Is God real?</p>	<p>How does faith help people when life gets hard?</p> <p>I can begin to explore what happens after we die.</p> <p>I can consider the existence of a soul.</p> <p>I can explore the concept of judgement by a higher being.</p> <p>I can explore Christian and Muslim views on life after death.</p> <p>I can compare Christian, Muslim and Hindu views on life after death.</p> <p>I can consider Humanist's views on death.</p>



Humanists and
Christians.

CEC Primary Physical Education Long-Term Curriculum Map

Physical Education (PE) at CEC Primary gives children the knowledge and understanding in order to become competent, confident and motivated in PE for the rest of their life. Children are naturally physically active and in our Reception classes, the children continually develop their fundamental movement skills through both their independent learning and weekly taught PE sessions. Carefully planned independent physical challenges, for example, using bikes, skipping ropes and obstacle courses help children to develop skills such as balancing and jumping. The outdoor learning environment provides an excellent space for children to practice these skills so that as they move onto the next phase of their schooling, they are prepared to master them. The Key Stage One and Two curriculum is planned progressively to allow children to build on and develop previously learnt skills enhancing these further. In Key Stage 2, all children can lead a warm up or cool down in their PE lessons. A variety of sports are taught across KS2 as well as healthy eating, nutrition and wellbeing sessions. Physical Development opportunities in Early Years make positive contributions to children's development. Sports Coaches, Clubs and Specialist Teachers work with staff at CEC Primary to provide CPD opportunities and ensure teaching is high quality and of value. Children's achievements in Physical Education both inside and outside of the Primary are celebrated during Star of the Week Assembly and rewarded using Headteacher's Prizes and House Points, whilst sharing successes on social media. Children actively seek to share their achievements and relish the opportunity to explain to the whole school what they had to do. All children have opportunities to attend PE events throughout the year and represent CEC Primary at PE competitions. Inclusive events are run through the local Sports Partnership. CEC Primary believe that nothing should be a barrier to physical education with everything having the capacity to be adapted. Should children be unable to participate in physical activity, they attend and contribute to lessons. There are frequent times during the week where children are physically active including, Early Morning Learning, Active Maths and English lessons, assemblies, break times and lunchtimes and after school clubs. Children at CEC Primary currently swim in Year 5. Children who have not been successful in swimming 25 meters at the end of Year 5 attend top up sessions in Year 6.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Children are naturally physically active and in our Reception classes, the children continually develop their fundamental movement skills through both their independent learning and weekly taught PE sessions. Carefully planned independent physical challenges, for example, using bikes, skipping ropes and obstacle courses help children to develop skills such as balancing and jumping. The outdoor learning environment provides an excellent space for children to practise these skills so that as they move onto the next phase of their schooling, they are prepared to master them.					
	Negotiating space adjusting speed and changing direction	Jumping and landing safely, rolling and balancing	Dance	Ball control	Climbing safely, negotiating obstacles	Races and games
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Multi Skills: Balance, Agility, Coordination,</p> <p>Identify that exercise is good for our minds.</p> <p>Zig-zag through a series of markers spaces evenly, about 2m apart.</p>	<p>Multi Skills: Agility and Coordination</p> <p>Hold a balance whilst walking along a straight line.</p> <p>Hop on the spot using the same foot.</p>	<p>Gymnastics</p> <p>Hold a balance whilst walking along a straight line.</p> <p>Jump for height.</p> <p>Link skills and actions in different ways to suit different activities.</p>	<p>Dance</p> <p>Establish sequences of actions and skills, which have a clear beginning, middle and ending.</p> <p>Describe and comment on performance.</p>	<p>Multi Skills: Coordination with Equipment and Agility Reaction/Response</p> <p>Jump for distance.</p> <p>Catch a bean bag.</p> <p>Throw a small ball underarm, using the correct technique.</p>	<p>Taekwondo, Healthy Lifestyle and Nutrition</p> <p>Identify that exercise is good for our minds.</p> <p>Identify and name some large bones.</p> <p>Understand why the brain, heart and lungs are important body parts.</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	<p>Taekwondo, Healthy Lifestyle and Nutrition</p> <p>Identify and name some large bones and muscles and explain why they are important.</p>	<p>Multi Skills: Coordination with Equipment and Agility Reaction/Response</p> <p>Catch a small ball.</p> <p>Throw a ball overarm, using the correct technique.</p>	<p>Dance</p> <p>Compare his/her performance with others.</p> <p>Structure sequences of actions and skills in different orders to</p>	<p>Gymnastics</p> <p>Jump for distance controlling the landing.</p> <p>Jump for height with a controlled landing.</p>	<p>Multi Skills: Agility and Coordination</p> <p>Zig-zag through a series of tightly spaces markers.</p> <p>Hop along a straight lie using the same foot.</p>	<p>Athletics</p> <p>Run at speed over a distance. (Acquiring and developing skills)</p> <p>Vary skills, actions and ideas and link these in different</p>

	<p>Understand that the heart is a muscle which grows during exercise and pumps blood carrying oxygen and energy around the body.</p> <p>Understand that food is broken down into energy in our digestive system.</p>		<p>improve performance (speed/direction/level/ etc).</p>			<p>ways to suit different activities. (Applying skills and using tactics)</p> <p>Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p>Tag Rugby</p> <p>Run at speed over a distance. (Acquiring and developing skills)</p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)</p> <p>Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)</p> <p>Compare and contrast his/her performance with others. (Evaluating</p>	<p>OAA</p> <p>Understand that determination and perseverance are needed to overcome a challenge. (Healthy mind)</p> <p>Share his/her own considered point of view and listen to, and consider, other peoples' opinions. (Personal and social)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. (Geographical skills and fieldwork)</p>	<p>Gymnastics and Dance</p> <p>Describe the differences between different body parts. (Healthy bodies)</p> <p>Create a 'steps to success' approach to achieving success. (Healthy mind)</p> <p>Balance on one foot. (Acquiring and developing skills)</p> <p>Climb a set of wall bars (or similar). (Acquiring and developing skills)</p> <p>Vary skills, actions and ideas and link these in different ways to suit different</p>	<p>Taekwondo, Healthy Lifestyle and Nutrition</p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)</p> <p>Understand that determination and perseverance are needed to overcome a challenge. (Healthy mind)</p> <p>Name the parts of the digestive system and explain the processes. (Healthy bodies)</p>	<p>Tennis</p> <p>Perform a side stepping gallop. (Acquiring and developing skills)</p> <p>Understand that determination and perseverance are needed to overcome a challenge. (Healthy mind)</p> <p>Set more challenging goals and evaluate his/her achievements. (Healthy mind)</p> <p>Describe the differences between different body parts. (Healthy bodies)</p> <p>Identify that exercise helps our lungs and</p>	<p>Athletics</p> <p>Run at speed over a distance. (Acquiring and developing skills)</p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)</p> <p>Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)</p>

	<p>and improving performance)</p> <p>Understand how the body protects the internal organs and how we give extra protection during activities. (Healthy bodies)</p>	<p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. (Geographical skills and fieldwork)</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork)</p> <p>Use the 8 points of a compass. (Geographical skills and fieldwork)</p> <p>Make plans and maps using symbols and keys. (Geographical skills and fieldwork)</p>	<p>activities. (Applying skills and using tactics)</p> <p>Compare and contrast his/her performance with others. (Evaluating and improving performance)</p>	<p>Understand the main functions of the brain and the way it sends signals using the nervous system. (Healthy bodies)</p> <p>Explain the importance of the sun to give us vitamin D but the need to stay safe too. (Diet and hygiene)</p> <p>Understand the importance of maintaining his/her teeth and explain what happens when teeth and gums are not maintained. (Diet and hygiene)</p> <p>Know the importance of following instructions when taking medicine. (Diet and hygiene)</p> <p>Explain the importance of appropriate portions of food for a balanced diet and health. (Diet and hygiene)</p>	<p>heart and improves coordination. (Healthy bodies)</p> <p>Identify the importance of our senses and explain some of the difficulties and dangers that we could encounter if we were to lose a sense. (Healthy bodies)</p>	
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Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	<p>Hockey</p> <p>Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics)</p> <p>Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. (Evaluating and improving performance)</p>	<p>Football</p> <p>Kick a ball accurately. (Acquiring and developing skills)</p> <p>Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics)</p> <p>Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. (Evaluating and improving performance)</p>	<p>Taekwondo, Healthy Lifestyle and Nutrition</p> <p>Explain the types and amounts of food needed for a balanced healthy diet. (Diet and hygiene)</p> <p>Identify the energy that certain foodstuffs give by looking at the packaging. (Diet and hygiene)</p> <p>Understand that there are good and bad bacteria. (Diet and hygiene)</p> <p>Explain the benefits to the body of regular exercise. (Diet and hygiene)</p> <p>Identify that the blood transports materials and it also protects. (Healthy bodies)</p> <p>Understand that muscles work in pairs to protect, support</p>	<p>Dance and Gymnastics</p> <p>Complete a forward roll and land on the feet. (Acquiring and developing skills)</p> <p>Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. (Evaluating and improving performance)</p>	<p>OAA and Athletics</p> <p>Explore features on OS maps using 6 figure grid references. (Geographical skills and fieldwork)</p> <p>Draw accurate maps with more complex keys. (Geographical skills and fieldwork)</p>	<p>Rounders</p> <p>Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics)</p>

			<p>and move the body. (Healthy bodies)</p> <p>Understand the importance of mental health. (Healthy mind)</p> <p>Identify the value of sleep for our health. (Healthy mind)</p>			
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	<p>Swimming/Netball</p> <p>Perform a surface dive.</p> <p>Swim over 10m using a range of strokes accurately.</p> <p>Perform a range of jumps into deep water and tread water when resurfacing.</p> <p>Perform a forward somersault tucked in the water.</p> <p>Exit the water without using steps.</p> <p>Swim 25m using any stroke.</p>	<p>Taekwondo, Healthy Lifestyle and Nutrition</p> <p>Use scientific language to explain the importance of different minerals and vitamins.</p> <p>Identify the difference between healthy and unhealthy fats.</p> <p>Explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet.</p> <p>Begin to work out the amount of exercise needed to burn off food (by using calories).</p> <p>Explain how our body systems change during exercise. Understand</p>	<p>Tennis</p> <p>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy.</p> <p>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.</p> <p>Develop interest in participating in sports activities and events at a competitive level.</p>	<p>Dance and Gymnastics</p> <p>Perform a sequence of one footed leaps.</p> <p>Explain how confidence can affect performance.</p> <p>Gallop with a fluid motion.</p> <p>Identify different levels of performance and use subject specific vocabulary.</p>	<p>OAA and Athletics</p> <p>Identify different levels of performance and use subject specific vocabulary.</p> <p>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy.</p> <p>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.</p> <p>Develop interest in participating in sports activities and events at a competitive level.</p>	<p>Rounders and Field Gun</p> <p>Identify different levels of performance and use subject specific vocabulary.</p> <p>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy.</p> <p>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.</p> <p>Develop interest in participating in</p>

	<p>Perform a range of movements in deep water demonstrating confidence and competence.</p> <p>Have a knowledge of the water safety code.</p>	<p>that muscles work in pairs to protect, support and move the body and how we can build and repair them through exercise.</p> <p>Recommend suitable lifestyles for different age ranges</p>				<p>sports activities and events at a competitive level.</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	<p>Netball</p> <p>Analyse, modify and refine skills and techniques and how these are applied.</p> <p>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others</p>	<p>Gymnastics</p> <p>Analyse, modify and refine skills and techniques and how these are applied.</p> <p>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</p>	<p>Dance</p> <p>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.</p> <p>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</p>	<p>OAA and Athletics</p> <p>Perform a drop kick.</p> <p>Perform a basketball dribble.</p> <p>Analyse, modify and refine skills and techniques and how these are applied.</p>	<p>Taekwondo, Healthy Lifestyle and Nutrition</p> <p>Evaluate whether a diet is healthy or not, using vitamins and minerals to justify the answer</p> <p>Identify how different food should be eaten for nutritional purposes</p> <p>Explain the effect that high cholesterol has on the human body</p> <p>Understand that endorphins are released during exercise and that these are linked with happiness</p>	<p>Rounders/ Swimming</p> <p>Top Ups Strike a ball with a range of bats for accuracy and distance.</p> <p>Analyse, modify and refine skills and techniques and how these are applied.</p> <p>Have a reasonable knowledge of the water safety code.</p>

					<p>Explain the different parts of sleep and why this is important for the body Using scientific vocabulary, explain what happens to our bodies during and after exercise</p> <p>Explain the difference between good bacteria and bad bacteria</p> <p>Explain the various aspects of mental health</p>	
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CEC History Long-Term Curriculum Map

At CEC Primary, we believe that high-quality History lessons inspire children to want to know more about the past and to think and act as historians. Children in our Reception classes begin to learn the concept of history as they talk about past events in their own lives. In Term 1 during their 'Superhero Me' topic, they remember special events such as their birthdays and other family events. In Term 2 as part of their 'Blast Off' topic, they learn about Neil Armstrong, watching historic videos of the moon landings. Throughout Term 6, children look closely at how things change over time including, plants, animals and themselves. These topics provide the Reception children with an excellent foundation on which to develop the concept of time in preparation for KS1 where they will study History in more depth. The History curriculum in Key Stages One and Two seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in local, national and world history. It is comprehensive but necessarily selective. The curriculum gives pupils a strong grounding in British history and in Key Stage 2, is taught chronologically from the first settlements through Roman Britain, the Vikings, Anglo-Saxons, the medieval period and up to the Industrial Revolution and touching on Britain during the two World Wars. Each topic includes learning about relevant local history and events that link to the period of study. While studying these periods the units explore themes of change and continuity, perspective and power. The units exploring world history have been carefully selected to provide global coverage and introduce a number of themes. In Year 3, the unit on Ancient Greece introduces key ideas around power and its legitimacy. The Shang Dynasty gives insight into the progress and achievements in China at a time when there was much less occurring in Europe. Whilst in Year 4, children develop their knowledge of Roman Britain before studying the Anglo-Saxons and Scots and ending with the Vikings. The unit on the Benin Kingdom challenge the narrative often prevalent in the teaching of African history – celebrating a highly successful civilisation while introducing the slave trade. Finally, in Year 6, the unit on Civil Rights examines the way black people have been treated in the USA, through the Civil Rights movement and Dr King, right the way to the Black Lives Matter movement. By bringing pupils up to the present day – in the case of Civil Rights – the curriculum demonstrates the importance of past events in shaping the world of today. Throughout the curriculum, connections and comparison are made between events and individuals: the unit on the industrial revolution exploring the Great Reform Act by taking pupils from the Magna Carta through the changing seat of power in England over the subsequent six hundred years. Pupils are taught the substantive content which defines each period. This knowledge is meticulously planned and regularly revisited and elaborated upon. More abstract concepts, too, are carefully developed so that pupils gain an increasingly sophisticated understanding of, for example, kingship or empire. However, it is not only substantive knowledge that is taught. The disciplinary skills of history, such as source analysis, interpretation, perspective, continuity and change are all explicitly taught and practised. Children then apply these skills and knowledge by writing an essay at the end of each unit. In Key Stage 1, children recall significant facts and answer key questions; in Lower Key Stage 2, this progresses into longer Information Texts; in Year 5, children write a persuasive argument; and in Year 6, children write a balanced argument based on what they have learnt. The curriculum is deliberately ambitious. It challenges pupils to make connections across time and place and sets up pupils for, we hope, a life-long love and understanding of an important subject, while providing a foundation of understanding that will make them curious, active citizens of this

country and the world. We develop children with the following essential characteristics to help them become historians: An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past; The ability to think critically about history and communicate ideas confidently to a range of audiences; The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources; The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry; A respect for historical evidence and the ability to make critical use of it to support their learning; A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics; A developing sense of curiosity about the past and how and why people interpret the past in different ways.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Reception	<p>Children in our Reception classes begin to learn the concept of history as they develop an awareness of past events in their own lives. In Term 1 during their 'Superhero Me' topic, they remember special events such as their birthdays and other family events. In Term 2 as part of their 'Blast Off' topic, they learn about significant figures in history such as Neil Armstrong and watch historic videos of the moon landings. Throughout Term 5, children are introduced to the concept of a timeline as look closely at how things change over time including, plants, animals and the chronology of their own lives when they look closely at how they have changed since they were born. Children are introduced to a range of stories which promote discussions such as how clothes and toys have changed over time.</p>						
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Year 1	<p>Dinosaurs Place known events and objects in chronological order. (Chronological understanding)</p> <p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)</p> <p>Describe some simple similarities and differences between artefacts. (Historical Enquiry)</p>		<p>Ancient Egypt Place known events and objects in chronological order. (Chronological understanding)</p> <p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)</p> <p>Describe some simple similarities and differences between artefacts. (Historical Enquiry)</p>			<p>Significant Sports Stars Place known events and objects in chronological order. (Chronological understanding)</p> <p>Sequence events and recount changes within living memory. (Chronological understanding)</p> <p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)</p>	

Ask and answer relevant basic questions about the past. (Historical enquiry)

Talk, draw or write about aspects of the past. (Organisation and communication)

Understand key features of events. (Understanding of events, people and changes)

Sort artefacts from 'then' and 'now'. (Historical enquiry)

Ask and answer relevant basic questions about the past. (Historical enquiry)

Talk, draw or write about aspects of the past. (Organisation and communication)

Understand key features of events. (Understanding of events, people and changes)

Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)

Describe some simple similarities and differences between artefacts. (Historical Enquiry)

Sort artefacts from 'then' and 'now'. (Historical enquiry)

Ask and answer relevant basic questions about the past. (Historical enquiry)

Relate his/her own account of an event and understand that others may give a different version. (Historical interpretations)

Talk, draw or write about aspects of the past. (Organisation and communication)

Understand key features of events. (Understanding of events, people and changes)

Identify some similarities and differences between

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	<p>Vile Victorians</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p>		<p>The Great Fire of London</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key</p>		<p>ways of life in different periods. (Understanding of events, people and changes)</p> <p>World War II VE Day</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p>	

	<p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p> <p>Describe changes within living memory and aspects of change in national life. (Historical interpretations)</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p>		<p>features of events. (Historical enquiry)</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p>		<p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p> <p>Describe changes within living memory and aspects of change in national life. (Historical interpretations)</p> <p>Describe significant historical events, people and places in his/her own locality. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing.</p>	
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	<p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p> <p>Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. (Understanding of events, people and changes)</p>		<p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p>		<p>(Organisation and communication)</p> <p>Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. (Understanding of events, people and changes)</p>	
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p>Prehistoric Britain Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where the people and events</p>		<p>The Shang Dynasty Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where the people and events</p>		<p>Ancient Greece Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe memories of key events in his/her life using historical</p>	

studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding - Year 2)

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry - Year 2)

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry - Year 2)

Describe significant historical events, people and places in his/her own locality. (Historical interpretations - Year 2)

studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding - Year 2)

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry - Year 2)

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry - Year 2)

Speak about how he/she has found out about the past. (Organisation and communication - Year 2)

vocabulary. (Chronological understanding)

Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding - Year 2)

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry - Year 2)

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry - Year 2)

Speak about how he/she has found out about the past. (Organisation and communication - Year 2)

Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2)

Describe changes in Britain from the Stone Age to the Iron Age. (Understanding of events, people and changes – Year 6)

Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)

Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2)

Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. (Understanding of events, people and changes – Year 6)

Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations - Year 2)

Speak about how he/she has found out about the past. (Organisation and communication - Year 2)

Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2)

Describe a study of Ancient Greek life and achievements and their influence on the western world. (Understanding of events, people and changes – Year 6)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	<p>Roman Britain</p> <p>Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p>		<p>Anglo -Saxons and Scots</p> <p>Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Understand that sources can contradict each other. (Historical interpretations)</p>		<p>Vikings</p> <p>Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Understand that sources can contradict each other. (Historical interpretations)</p> <p>Communicate his/her learning in an organised and</p>	

	<p>Describe the Roman Empire and its impact on Britain. (Understanding of events, people and changes – Year 6)</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)</p>		<p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p> <p>Describe Britain's settlement by Anglo - Saxons and Scots. (Understanding of events, people and changes – Year 6)</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)</p>		<p>structured way, using appropriate terminology. (Organisation and communication)</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)</p> <p>Describe the Viking and Anglo -Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (Understanding of events, people and changes – Year 6)</p>	
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	<p>Benin Kingdom</p> <p>Use dates to order and place events on a timeline. (Chronological understanding)</p> <p>Compare sources of information available for the study of</p>		<p>Medieval Monarchs</p> <p>Use dates to order and place events on a timeline. (Chronological understanding)</p> <p>Compare sources of information available for the study of</p>		<p>The Middle East</p> <p>Use dates to order and place events on a timeline. (Chronological understanding)</p> <p>Compare sources of information available for the study of different times in the</p>	

	<p>different times in the past. (Historical enquiry)</p> <p>Make comparisons between aspects of periods of history and the present day. (Historical interpretations)</p> <p>Understand that the type of information available depends on the period of time studied. (Historical interpretations)</p> <p>Evaluate the usefulness of a variety of sources. (Historical interpretations)</p> <p>Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p>		<p>different times in the past. (Historical enquiry)</p> <p>Make comparisons between aspects of periods of history and the present day. (Historical interpretations)</p> <p>Understand that the type of information available depends on the period of time studied. (Historical interpretations)</p> <p>Evaluate the usefulness of a variety of sources. (Historical interpretations)</p> <p>Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p>		<p>past. (Historical enquiry)</p> <p>Make comparisons between aspects of periods of history and the present day. (Historical interpretations)</p> <p>Understand that the type of information available depends on the period of time studied. (Historical interpretations)</p> <p>Evaluate the usefulness of a variety of sources. (Historical interpretations)</p> <p>Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p>	
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	<p>Give some reasons for some important historical events. (Understanding of events, people and changes)</p> <p>Describe a non - European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900 - 1300. (Understanding of events, people and changes – Year 6)</p>		<p>Give some reasons for some important historical events. (Understanding of events, people and changes)</p>		<p>Give some reasons for some important historical events. (Understanding of events, people and changes) Describe a local history study. (Understanding of events, people and changes)</p>	
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	<p>Industrial Revolution Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)</p> <p>Construct informed responses that</p>		<p>Civil Rights Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)</p>		<p>Twentieth Century Conflict Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)</p>	

involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)

Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)

Make confident use of a variety of sources for independent research. (Historical enquiry)

Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)

Note connections, contrasts and trends over time and show

Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)

Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)

Make confident use of a variety of sources for independent research. (Historical enquiry)

Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)

Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)

Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)

Make confident use of a variety of sources for independent research. (Historical enquiry)

Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)

	<p>developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>		<p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>		<p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>	
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CEC Geography Long-Term Curriculum Map

At CEC Primary, teaching Geography through exciting termly topics enables pupils to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The Geography curriculum offers a clearly mapped journey starting in the early years and incorporates fundamental geographical concepts, knowledge and skills, allowing pupils to build on a firm foundation in future years. The content of the curriculum is broken down into component parts that pupils can first comprehend in their own right, before combining different components to gain a fuller conceptual appreciation. Pupils investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth’s physical and human processes. Teachers develop pupils’ ability to confidently communicate their findings and geographical understanding which in KS2, is conveyed through a final written essay. Pupils in our Early Years begin to develop their Geographical understanding and vocabulary through topics, where they learn that there is a world beyond their own doorstep. Through stories, role-play, small-world play and visits to places such as, the local Country Park, Paignton Zoo and The Eden Project, they begin to understand that there are other countries in the world, developing an early concept of biodiversity. For example, during their ‘Super Safari’ topic, pupils learn about Ghana, its weather, native animals and produce. Pupils begin to develop other geographical skills such as mapping and fieldwork, during their ‘Shiver M’Timbers’ topic where they create their own maps to locate treasure and conduct surveys to establish the most popular pirate name. In KS1 pupils build upon these early concepts, to deepen knowledge and skills. For example, during the topic ‘Location, Location, Location’ children create hand drawn maps to develop a sense of scale and direction. As part of their ‘Let’s go to China’ topic, pupils make comparisons between Exeter and Kunming. They look closely at the export industry of each place and conduct fieldwork through local visits. An introduction to settlements, tectonic processes and hydrological and climatic processes introduces Year three pupils to concepts, vocabulary and knowledge that is capitalised on in subsequent years. When pupils study ‘Human Migration’ in Year Four, they will utilise their knowledge of settlement types in order to deepen their understanding of migration patterns. This knowledge and understanding support their comprehension of why communities develop around areas of rich natural resources, and how slums develop. The ‘Natural Resources’ topic feeds into the Year Five topic on ‘Energy and Sustainability’, by supporting pupils’ understanding of where energy comes from and how greater sustainability can be achieved. The Year Six topics on ‘Population’ and ‘Globalisation’ draw on themes that have been explored throughout KS2, so pupils are really able to approach these complex topics with a great depth and breadth of knowledge. Fieldwork is a crucial element of a child’s geographical education and we have intentionally incorporated it throughout the Geography curriculum from the very beginning. Children are taught to analyse primary data, for example, in Year One, children conduct and analyse data regarding different types of housing. The ‘Rivers’ topic in Year Four provides opportunity for pupils to collect and interpret quantitative data. The sustainability topic in year 5 includes a trip to Plymouth to visit the EFW facility. Through inspirational teaching, we develop the following essential characteristics of geographers: An excellent knowledge of where places are and what they are like, both in Britain and the wider world A comprehensive understanding of the ways in which places are interdependent and interconnected An extensive base of geographical knowledge and vocabulary Fluency in complex, geographical enquiry and the ability to apply questioning skills The ability to reach clear conclusions and explain their findings Excellent fieldwork skills as well as other geographical aptitudes and techniques The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Children in our Reception classes begin to develop their geographical understanding and vocabulary through topics, where they learn that there is a world beyond their own doorstep. Through stories, role-play, small -world play and visits to places, they begin to understand that there are other countries in the world, developing an early concept of biodiversity. For example, during their 'Super Safari' topic, pupils learn about Ghana, its weather, native animals and produce. They begin to develop other geographical skills such as mapping and fieldwork, during their 'Shiver M'Timbers' topic where they create their own maps to locate treasure and conduct surveys to establish the most popular pirate name. First- hand experiences and learning outside in the natural environment help them to learn about the importance of caring for our planet and lays the foundations for developing an understanding of physical and human geographical features of the world,</p>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		<p>Location, Location, Location</p> <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Use simple observational skills to study the geography of the school and its grounds. (Geographical skills and fieldwork)</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. (Geographical skills and fieldwork)</p>		<p>To Exeter and Beyond!</p> <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. (Geographical skills and fieldwork)</p> <p>Name, Describe and compare familiar places. (Place knowledge)</p> <p>Link their homes with other places in</p>		<p>Wonderful Weather</p> <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Describe seasonal weather changes. (Human and physical geography)</p> <p>Know about some present changes that are happening in the local environment e.g. at school. (Place knowledge)</p> <p>Use basic geographical vocabulary to refer to key physical features, including:</p>

		<p>Make simple maps and plans e.g. pictorial place in a story. (Geographical skills and fieldwork)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p> <p>Name, describe and compare familiar places. (Place knowledge)</p> <p>Link their homes with other places in their local community. (Place knowledge)</p>		<p>their local community. (Place knowledge)</p> <p>Know about some present changes that are happening in the local environment e.g. at school. (Place knowledge)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p>		<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (Human and physical geography)</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2		<p>What a Wonderful World</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (Geographical skills and fieldwork)</p>		<p>Let's Go to China</p> <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Understand how some places are linked to other places e.g. roads,</p>		<p>Our Food, Our World</p> <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary to refer</p>

		<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. (Locational knowledge)</p> <p>Name and locate the world's seven continents and five oceans. (Locational knowledge)</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. (Geographical skills and fieldwork)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Human and physical geography)</p>		<p>trains. (Locational knowledge)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Place knowledge)</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography)</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,</p>		<p>to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography)</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (Geographical skills and fieldwork)</p>
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Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3		<p>Villages, Towns and Cities</p> <p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? (Geographical skills and fieldwork)</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. (Geographical skills and fieldwork)</p> <p>Identify physical and human features of the locality. (Human and physical geography)</p>		<p>Mountains, Volcanoes and Earthquakes</p> <p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? (Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. (Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic</p>		<p>Weather and the Water Cycle</p> <p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? (Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. (Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary such as</p>

		<p>Recognise there are similarities and differences between places. (Place knowledge)</p> <p>Communicate findings in ways appropriate to the task or for the audience. (Geographical skills and fieldwork)</p> <p>Know how the locality is set within a wider geographical context. (Locational knowledge)</p> <p>Describe human features of UK regions, cities and /or counties. (Human and physical geography)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Human and physical geography)</p>		<p>vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. (Geographical skills and fieldwork)</p> <p>Communicate findings in ways appropriate to the task or for the audience. (Geographical skills and fieldwork)</p> <p>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent. (Locational knowledge)</p>		<p>cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. (Geographical skills and fieldwork)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p>
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		Develop an awareness of how places relate to each other. (Place knowledge)				
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4		<p>Rivers Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Geographical skills and fieldwork)</p> <p>Explain about key natural resources e.g. water in the locality. (Human and physical geography)</p> <p>Know how rivers erode, transport and deposit materials. (Human and physical geography)</p> <p>Know how rivers erode, transport and deposit materials.</p>		<p>Human Migration Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why. (Geographical skills and fieldwork)</p> <p>Recognise that people have differing quality of life living in different locations and environments. (Locational knowledge)</p> <p>Know how the locality is set within a wider geographical context. (Locational knowledge)</p>		<p>Natural Resources Understand why there are similarities and differences between places. (Place knowledge)</p> <p>Know about the wider context of places region, country. (Place knowledge)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non - European country. (Place knowledge)</p> <p>Recognise the different shapes of continents.</p>

		<p>(Human and physical geography)</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition. (Human and physical geography)</p> <p>Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)</p>		<p>Describe how people have been affected by changes in the environment. (Human and physical geography)</p> <p>Know about the wider context of places region, country. (Place knowledge)</p> <p>Understand why there are similarities and differences between places. (Place knowledge)</p> <p>Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)</p>		<p>(Locational knowledge)</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5		<p>Informal Settlements Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p>		<p>Earth's Biomes Explore weather patterns around parts of the world. (Human and physical geography) Understand and use a widening range of geographical terms</p>		<p>Energy and Sustainability Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

		<p>(Geographical skills and fieldwork)</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork)</p> <p>Recognise that people have differing quality of life living in different locations and environments. (Locational knowledge)</p> <p>Describe how people have been affected by changes in the environment. (Human and physical geography)</p> <p>Describe and understand key aspects of human geography, including:</p>		<p>e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Geographical skills and fieldwork)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p> <p>Understand about weather patterns around the world and relate these to climate zones. (Human and physical geography)</p> <p>Locate the world's countries, using maps to focus on Europe (including</p>		<p>(Geographical skills and fieldwork)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Human and physical geography)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p> <p>Use fieldwork to observe, measure, record and present the human and</p>
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		<p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Human and physical geography)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Recognise the different shapes of countries. (Locational knowledge)</p>		<p>the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (Locational knowledge)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). (Locational knowledge)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Geographical skills and fieldwork)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (Locational knowledge)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South</p>
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				<p>(Geographical skills and fieldwork)</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Human and physical geography)</p> <p>Explain about weather conditions / patterns around the UK and parts of Europe. (Human and physical geography)</p> <p>Identify where countries are within Europe; including Russia. (Locational knowledge)</p>		America. (Place knowledge)
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6		<p>Local Fieldwork</p> <p>Make more detailed fieldwork sketches/diagrams. (Geographical skills and fieldwork)</p>		<p>Population</p> <p>Know and describe where a variety of places are in relation to physical and human features.</p>		<p>Globalisation</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use,</p>

		<p>Draw accurate maps with more complex keys. (Geographical skills and fieldwork)</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork)</p> <p>Use four figure grid references. (Geographical skills and fieldwork)</p> <p>Make plans and maps using symbols and keys. (Geographical skills and fieldwork)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Geographical skills and fieldwork)</p>		<p>(Locational knowledge)</p> <p>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent. (Locational knowledge)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Human and physical geography)</p>		<p>sustainability, tributary, trade links etc. (Geographical skills and fieldwork)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. (Geographical skills and fieldwork)</p> <p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. (Locational knowledge)</p>
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Use maps, charts etc. to support decision making about the location of places e.g. new bypass,
(Geographical skills and fieldwork)

Plan the steps and strategies for an enquiry.
(Geographical skills and fieldwork)

Explore features on OS maps using 6 figure grid references.
(Geographical skills and fieldwork)

Use the eight points of a compass, four and six - figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.
(Geographical skills and fieldwork)

Measure straight line distances using the appropriate scale.

Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)

		(Geographical skills and fieldwork) Use fieldwork instruments e.g. camera, rain gauge. (Geographical skills and fieldwork)				
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CEC PSHE & SMSC Long-Term Curriculum Map

At Cranbrook Education Campus Primary School, the children and their learning are the core of every decision made. We aim to transform lives through opportunity, education and personal development. We aim to develop aspiring, well-rounded and life-long learners who are passionate and take ownership of their learning. Through our PSHE & SMSC curriculum, we promise to develop pupils who:

- ❖ Demonstrate the Campus Educational values of Pride, Independence, Responsibility, Curiosity, Determination and Integrity
- ❖ Demonstrate the Campus Community values of Resilience, Respect, Forgiveness, Teamwork, Honesty and Perseverance

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. Our school helps the children to develop a holistic understanding whereby they are guided to encompass British Values in their way of living. Every child should set, and be entitled to expect from others, good standards of behaviour, marked by mutual respect and responsibility.

Through children's weekly PSHE (Personal, Social and Health Education) and SMSC (Spiritual, Moral, Social and Cultural Development) lessons, we support our children to:

- ❖ Adopt fundamental British Values
- ❖ Always be respectful and show forgiveness
- ❖ Understanding life in Modern Britain
- ❖ Develop curiosity
- ❖ Develop perseverance and independence
- ❖ Be responsible citizens with strong moral standards
- ❖ Be able to contribute to society
- ❖ Be brave and be proud: to try new things without fear of failure
- ❖ Collaborate: to learn with and from others
- ❖ Be resilient, determined and resourceful
- ❖ Develop meaningful relationships and reflect upon their learning.

PSHE

The lessons are centred on a values-based and 'Growth Mindset' approach, which promotes positive behaviour, mental health, wellbeing, resilience and achievement; the curriculum also meets the new Relationships Education and Health Education statutory requirements. We believe that there is a link between pupils' health and wellbeing and their academic progress and therefore promoting their health and wellbeing is an important part of their overall education.

Throughout PSHE lessons, the children focus on many topics including relationships, keeping safe, rights and responsibilities and physical and emotional health. Children also learn about how their body and emotions change as they approach and move through puberty, why girls and boys bodies are different, what parts of their body are private ([NSPCC PANTS Rules](#) & [PSHE Association - NSPCC PANTS](#)), what kind of physical contact is unacceptable and how they should respond and what to do if they need help, advice or are worried about someone else.

Our PSHE & SMSC lessons encourage debate and discussion, respectfully sharing opinions and listening to others and reflection. Within our PSHE & SMSC lessons, we promote a safe environment for children to feel comfortable and happy which in turn, creates an open and calm atmosphere.

SMSC

Throughout children's SMSC Development, they focus on the four strands below:

(Note: See SMSC Assembly Timetable)

Spiritual: To explore beliefs and experiences; respect faiths, explore feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

At Cranbrook Education Campus, we develop pupils' spiritual development by:

- ❖ Having weekly SMSC assemblies for Reception, Key Stage 1 and Key Stage 2.
- ❖ Recognising key festivals in all religions in SMSC assemblies.
- ❖ Enriching children's education with our R.E curriculum and PSHE & SMSC curriculum.
- ❖ Having weekly Star of the Week assemblies where children's accomplishments are celebrated.
- ❖ Encouraging children to share their beliefs and reflections in lessons and during assemblies.
- ❖ Ensuring that children follow and respect the Behaviour for Learning Policy.

- ❖ Hosting charity and fundraising events – for example, Children in Need or Red Nose Day.
- ❖ Having a Cranbrook Education Campus set of manners which all children use.
- ❖ Having a Cranbrook Education Campus set of values for both the school and community.

Moral: To recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

At Cranbrook Education Campus, we develop pupils' moral development by:

- ❖ Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- ❖ Promoting racial, religious and other forms of equality
- ❖ Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- ❖ Developing an open and safe learning environment in which pupils can express their views and practice moral decision making.
- ❖ Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.
- ❖ Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.
- ❖ Whole School House Point system.
- ❖ Clear values promoted across the school.
- ❖ Enriching children's education with our R.E curriculum and PSHE & SMSC curriculum.
- ❖ Having weekly SMSC assemblies for Reception, Key Stage 1 and Key Stage 2.
- ❖ E-Safety Lessons.
- ❖ Anti-Bullying Sessions.
- ❖ School Council.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

Social: To investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

At Cranbrook Education Campus, we develop pupils' social development by:

- ❖ Clear values promoted across the school.
- ❖ Fostering a sense of community, with common, inclusive values.
- ❖ Promoting racial, religious and other forms of equality.
- ❖ Encouraging pupils to work co-operatively.
- ❖ Encouraging pupils to recognise and respect social differences and similarities.
- ❖ Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences and school productions.
- ❖ Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs.
- ❖ Providing opportunities for engaging in the democratic process and participating in community life.
- ❖ Providing opportunities for pupils to exercise leadership and responsibility.
- ❖ Providing positive and effective links with the world of work and the wider community.
- ❖ Ensuring that children follow and respect the Behaviour for Learning Policy.
- ❖ Hosting Community events.
- ❖ School Council.
- ❖ Having weekly SMSC assemblies for Reception, Key Stage 1 and Key Stage 2.
- ❖ Enriching children's education with our R.E curriculum and PSHE & SMSC curriculum.
- ❖ Promoting parents to volunteer to support pupils' learning, for example, reading.

Cultural: To appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

At Cranbrook Education Campus, we develop pupils' cultural development by:

- ❖ Having weekly SMSC assemblies for Reception, Key Stage 1 and Key Stage 2 which have focuses on key events – for example, Fair Trade or Remembrance Day.
- ❖ Enriching children's education with our R.E curriculum and PSHE & SMSC curriculum.
- ❖ Our Humanities curriculum whereby cultural elements are studied.
- ❖ Sharing and engaging in stories from other cultures and countries in Guided Reading and English.
- ❖ Extending pupils' knowledge and use of cultural imagery and language.
- ❖ Encouraging them to think about special events in life and how they are celebrated.
- ❖ Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.
- ❖ Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.
- ❖ Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Children develop their understanding of P.S.H.E from the onset, not only through their everyday learning, but through carefully planned PSHE and SMSC DEAR themed stories, independent and guided learning opportunities and their very own SMSC Assemblies. Children are encouraged and supported to follow our School Rules and live by British Values which underpin the curriculum. Throughout their time in the early years, children have the opportunity to consider their own views and opinions as they are encouraged to consider those of others, for example in Term One when they look closely at their own and each other's families. They learn about resilience, perseverance and collaboration through our Growth Mind Set behaviours. Through their PE sessions they begin to understand about the importance of physical health and in Term 6, they learn about eating healthy as an important factor in their own growth and development. Each and every lesson is designed by the nature of its delivery, to support children to strengthen their relationships, self-awareness, self-confidence and develop skills in managing their own feelings and behaviour, making them more mindful of the feelings of their peers</p>					
	New beginnings Whole Body Listening	Friendship Christmas Whole Body Listening	Truth and Honesty Whole Body Listening	Helping other people Whole Body Listening	Differences Whole Body Listening	Aspirations Whole Body Listening
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Me and My Relationships How they can contribute to the life of the classroom and school.</p> <p>To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p>	<p>Valuing Difference To identify and respect the differences and similarities between people.</p> <p>To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including</p>	<p>Keeping Myself Safe What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>Rules for and ways of keeping physically</p>	<p>Rights and Responsibilities The importance of and how to maintain personal hygiene.</p> <p>What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p> <p>That people and other living things have rights and that everyone has responsibilities to</p>	<p>Being My Best What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p>	<p>Growing and Changing The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.</p> <p>About the process of growing from young to old and how people's needs change.</p> <p>About the process of growing from young to old and how people's needs change.</p>

	<p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>To communicate their feelings to others, to recognise how others show</p>	<p>knowing that they do not need to keep secrets.</p> <p>To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	<p>and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>About the ways that pupils can help the people who look after them to more easily protect them.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>	<p>protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</p>	<p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To offer constructive support and feedback to others.</p> <p>To recognise how their behaviour affects other people.</p>	<p>About growing and changing, and new opportunities and responsibilities that increasing independence may bring.</p> <p>Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p> <p>The names for the main parts of the body (including</p>
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	<p>feelings and how to respond.</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>That they belong to various groups and communities such as family and school.</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>		<p>That household products, including medicines, can be harmful if not used properly.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p>			<p>external genitalia); the similarities and differences between boys and girls.</p> <p>What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	<p>Me and My Relationships</p> <p>How they can contribute to the life of the classroom and school.</p> <p>To help construct, and agree to follow group, class and school rules, and to understand how</p>	<p>Valuing Difference</p> <p>To identify and respect the differences and similarities between people.</p> <p>To recognise that their behaviour affects other people.</p> <p>To identify their special people (family,</p>	<p>Keeping Myself Safe</p> <p>That household products, including medicines, can be harmful if not used properly.</p> <p>Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online</p>	<p>Rights and Responsibilities</p> <p>That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able</p>	<p>Being My Best</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p>	<p>Growing and Changing</p> <p>To offer constructive support and feedback to others. About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>

these rules help them.
 To communicate their feelings to others, to recognise how others show feelings and how to respond.
 To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable.
 Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.
 To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
 About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.

friends, carers), what makes them special and how special people should care for one another.
 That they belong to various groups and communities such as family and school.
 To recognise what is fair and unfair, kind and unkind, what is right and wrong.
 To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).

safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.
 About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.
 About the ways that pupils can help the people who look after them to more easily protect them.
 To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.

to take turns, share and understand the need to return things that have been borrowed).
 About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.
 What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).
 That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.
 About the role money plays in their lives including how to keep it safe, choices about

To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.
 How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.
 The importance of and how to maintain personal hygiene.
 What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
 The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.

About the process of growing from young to old and how people's needs change.
 About growing and changing, and new opportunities and responsibilities that increasing independence may bring.
 The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.
 Ways in which they are all unique; understand that there has never been, and will never be, another 'them'.
 What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p>Me and My Relationships Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To work collaboratively towards shared goals. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To develop strategies to resolve</p>	<p>Valuing Difference To recognise different types of relationships, including those between acquaintances, friends, relatives and families. What being part of a community means and about the varied institutions that support communities locally and nationally. To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p>	<p>Keeping Myself Safe To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. That their actions affect themselves and others. To differentiate between the terms, 'risk', 'danger' and 'hazard'. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own,</p>	<p>spending or saving money and what influences those choices.</p> <p>Rights and Responsibilities To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To explore and critique how the media present information. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. About the role money plays in their</p>	<p>Being My Best How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. That bacteria and viruses can affect health and that following simple routines can reduce their spread. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their</p>	<p>Growing and Changing To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. To judge what kind of physical contact is acceptable or unacceptable and how to respond. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. How their body will, and emotions may, change as they approach and move</p>

disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.
To recognise and manage 'dares'.
To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).
To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice -based language, 'trolling'; how to respond and ask for help.
To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice -based language, 'trolling'; how to respond and ask for help.

use and give to others.
To explore and critique how the media present information.
Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.
How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.
To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an

own and others' lives, including how to manage their money and about being a critical consumer.
To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).

recommendations to appropriate people.
To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.
To work collaboratively towards shared goals.
What positively and negatively affects their physical, mental and emotional health.

through puberty.
About human reproduction.

			<p>opportunity to build resilience.</p> <p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some</p>			
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Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	<p>Me and My Relationships To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. That their actions affect themselves and others. To work collaboratively towards shared goals. To recognise and respond appropriately to a wider range of feelings in others. To recognise that they may experience</p>	<p>Valuing Difference To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To judge what kind of physical contact is acceptable or unacceptable and how to respond. To recognise different types of relationships, including those between acquaintances, friends, relatives and families. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see</p>	<p>are illegal to own, use and give to others</p> <p>Keeping Myself Safe To differentiate between the terms, 'risk', 'danger' and 'hazard'. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety). To recognise and manage 'dares'. Which, why and how, commonly available substances and drugs (including</p>	<p>Rights and Responsibilities About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child That these universal rights are there to protect everyone and have primacy both over national law and family and community practices. Why and how rules and laws that protect them and others are made and enforced, why different rules are</p>	<p>Being My Best To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. What positively and negatively affects their physical, mental and emotional health. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To recognise opportunities and</p>	<p>Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. How their body will, and emotions may, change as they approach and move through puberty. How their body will, and emotions may, change as they approach and move through puberty. About human reproduction. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. That marriage is a commitment freely entered into by both people; that no one should marry if they</p>

	<p>conflicting emotions and when they might need to listen to, or overcome these. What positively and negatively affects their physical, mental and emotional health. To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p>	<p>'protected characteristics' in the Equality Act 2010). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To explore and critique how the media present information. To recognise and challenge stereotypes.</p>	<p>alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p>	<p>needed in different situations and how to take part in making and changing rules. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. To explore and critique how the media present information. To realise the consequences of anti social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the</p>	<p>develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. What being part of a community means and about the varied institutions that support communities locally and nationally</p>	<p>don't absolutely want to do so, or are not making this decision freely for themselves.</p>
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				<p>environment; to continue to develop the skills to exercise these responsibilities. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p>		
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	<p>Me and My Relationships To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit</p>	<p>Valuing Difference To recognise different types of relationships, including those between acquaintances, friends, relatives and families. To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to</p>	<p>Keeping Myself Safe What is meant by the term 'habit' and why habits can be hard to change. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an</p>	<p>Rights and Responsibilities What positively and negatively affects their physical, mental and emotional health. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to</p>	<p>Being My Best What positively and negatively affects their physical, mental and emotional health. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p>	<p>Growing and Changing To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To judge what kind of physical contact is acceptable or unacceptable and</p>

	<p>others as well as themselves.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and</p>	<p>see, respect and if necessary constructively challenge others' points of view.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To recognise and challenge stereotypes.</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>To examine critically what is presented to them in social media and why it is important to do so; understand how</p>	<p>opportunity to build resilience.</p> <p>To realise the consequences of antisocial, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment</p>	<p>understand the concept of a 'balanced lifestyle'.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<p>how to respond.</p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>How their body will, and emotions may, change as they approach and move through puberty.</p> <p>About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>That their actions affect themselves and others.</p> <p>The concept of 'keeping something confidential or</p>
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aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help. To realise the consequences of antisocial, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.

information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. That their actions affect themselves and others.

(including rail, water and fire safety). To recognise and manage 'dares'. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. To differentiate between the terms,

people feel about themselves.

secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. To recognise and challenge stereotypes. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). About the difference between, and the terms associated with, sex, gender

			'risk', 'danger' and 'hazard'.			identity and sexual orientation.
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	<p>Me and My Relationships</p> <p>To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. To recognise when</p>	<p>Valuing Difference</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. About the difference between, and the terms associated</p>	<p>Keeping Myself Safe</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety). What is meant by the term 'habit' and why habits can be hard to change. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and</p>	<p>Rights and Responsibilities</p> <p>To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p>	<p>Being My Best</p> <p>What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p>	<p>Growing and Changing</p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. What positively and negatively affects their physical, mental and emotional health. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they</p>

	<p>they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves.</p> <p>That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.</p> <p>To judge what kind of physical contact is</p>	<p>with, sex, gender identity and sexual orientation.</p> <p>To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>To recognise and challenge stereotypes</p>	<p>safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p>	<p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>Why and how rules and laws that protect</p>	<p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p>	<p>believe to be wrong.</p> <p>How their body will, and emotions may, change as they approach and move through puberty.</p> <p>About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>About human reproduction.</p>
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acceptable or unacceptable and how to respond. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.

Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

Strategies for keeping physically and emotionally safe including road safety (including cycle

them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

That bacteria and viruses can affect health and that following simple routines can reduce their spread.

	safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).					
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CEC Music Long-Term Curriculum Map

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Children in in Reception develop knowledge of sound, songs, music and instruments from the very beginning of the year and throughout their time in Reception. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. For example, the use of musical instruments in Maths lessons supports children’s understanding of pattern, in Term 3 children learn dance as part of their P.E. lessons and in Term 5, as part of their ‘Super Safi’ topic children listen to and recreate African music. In addition to this, children in Reception have weekly singing assemblies where they learn to perform a mixture of modern and traditional songs. Children are also introduced to the concept of rhythm and beats during their weekly music sessions with our specialist music leader. Their knowledge of music and the experiences on offer throughout their Reception year, provides children with the confidence and knowledge to begin the next stage of their education in KS1.</p>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		<p>Understanding the Basics of Pulse and Rhythm</p> <p>Listen to music with sustained concentration.</p> <p>Discuss feelings and emotions linked to different pieces of music.</p> <p>Find the pulse whilst listening to music and using movement.</p>		<p>Understanding that music can create a mood and make people feel things.</p> <p>Exploring pitch.</p> <p>Listen to music with sustained concentration</p> <p>Recognise different instruments.</p> <p>Discuss feelings and emotions linked to different pieces of music.</p>		<p>To foster an understanding of emotion and pitch within music.</p> <p>Listen to music with sustained concentration.</p> <p>Understand that dynamics describe how loud or quiet the music is.</p> <p>Discuss feelings and emotions linked to</p>

		<p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</p> <p>Listen to, copy and repeat a simple rhythm or melody.</p> <p>Understand that tempo describes how fast or slow the music is</p>		<p>Use the correct musical language to describe a piece of music.</p> <p>Understand that pitch describes how high or low sounds are.</p>		<p>different pieces of music.</p> <p>Use the correct musical language to describe a piece of music.</p> <p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</p> <p>Understand that pitch describes how high or low sounds are.</p> <p>Understand that tempo describes how fast or slow the music is.</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2		<p>Creating Rhythmic Patterns to Represent Different Human Environments</p> <p>Listen with concentration and understanding to a range of high -quality live and recorded music.</p>		<p>To create a rhythmical piece of music that repeats on Glockenspiel</p> <p>Listen with concentration and understanding to a range of high -quality live and recorded music.</p>		<p>To understand that rhythm has value and melody is important in music</p> <p>Listen with concentration and understanding to a range of high -quality live and recorded music.</p>

		<p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Sing a song in two parts.</p> <p>Understand that structure describes how different sections of music are ordered.</p> <p>Understand that texture describes the layers within the music.</p> <p>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</p>		<p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Build an understanding of the pulse and internalise it when listening to a piece of music. (0%) Sing a song in two parts. Improvise a simple rhythm using different instruments including the voice.</p> <p>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</p>		<p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</p> <p>Understand that texture describes the layers within the music.</p> <p>Understand that structure describes how different sections of music are ordered.</p> <p>Improvise a simple rhythm using different instruments including the voice.</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3		<p>To Create a World Music Book on a Country.</p> <p>To Create the Backing Track for Facebook Videos with a Focus on Pulse and Rhythm.</p> <p>Develop an</p>		<p>To create and write rhythms using standard musical notation on percussion instruments</p>		<p>To use glockenspiels to write and create their own piece of music.</p> <p>Develop an understanding of formal, written</p>

		<p>understanding of formal, written notation which includes crotchets and rests.</p> <p>Listen with direction to a range of high quality music.</p> <p>Confidently recognise a range of musical instruments.</p> <p>Begin to listen to and recall sounds with increasing aural memory.</p> <p>Sing songs with multiple parts with increasing confidence.</p> <p>Play and perform in solo or ensemble contexts with confidence.</p>		<p>Develop an understanding of formal, written notation which includes crotchets and rests.</p> <p>Listen with direction to a range of high quality music.</p> <p>Confidently recognise a range of musical instruments.</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>Find the pulse within the context of different songs/music with ease.</p> <p>Understand that composition is when a composer writes down and records a musical idea.</p>		<p>notation which includes crotchets and rests.</p> <p>Listen with direction to a range of high quality music.</p> <p>Confidently recognise a range of musical instruments. Begin to listen to and recall sounds with increasing aural memory.</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>Play and perform in solo or ensemble contexts with confidence.</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4		To Create a World Music Book on a Country. To Create the Backing Track for Facebook Videos with		To explore the style of 'The Rite of Spring' and have an idea of Treble clef notation and		To create a piece of music on Xylophone that can also be notated.

		<p>a Focus on Pulse and Rhythm.</p> <p>Develop an understanding of formal, written notation which includes minims and quavers.</p> <p>Sing as part of an ensemble with confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with increasing confidence.</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Confidently recognise a range of musical instruments and the different sounds they make.</p>		<p>percussion instruments.</p> <p>Develop an understanding of formal, written notation which includes minims and quavers.</p> <p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p> <p>Listen to and recall sounds with increasing aural memory.</p>		<p>Develop an understanding of formal, written notation which includes minims and quavers.</p> <p>Sing as part of an ensemble with confidence and precision.</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Confidently recognise a range of musical instruments and the different sounds they make.</p> <p>Listen to and recall sounds with increasing aural memory.</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5		To Create a World Music Book on a Country. To Create the Backing Track for		To use electronic music formats and create their own work on an iPad.		To compose and write complex rhythms on

		<p>Facebook Videos with a Focus on Glockenspiel Harmony.</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Develop an increasing understanding of the history and context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Sing as part of an ensemble with increasing confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p>		<p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory Compose complex rhythms from an increasing aural memory.</p> <p>Understand how pulse, rhythm and pitch work together.</p> <p>Improvise with increasing confidence using own voice, rhythms and varied pitch..</p>		<p>Glockenspiel / Xylophones</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Develop an increasing understanding of the history and context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Sing as part of an ensemble with increasing confidence and precision.</p> <p>Compose complex rhythms from an increasing aural memory.</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6		To Create a World Music Book on a Country. To Create		To use electronic music formats and		To improvise music around a given set of

the Backing Track for Facebook Videos with a Focus on Glockenspiel Melody.

Appreciate and understand a wide range of high -quality live and recorded music drawn from different traditions and from great composers and musicians.

Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.

Sing as part of an ensemble with full confidence and precision.

Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.

Listen with attention to detail and recall

create their own work using Bandlab

Appreciate and understand a wide range of high -quality live and recorded music drawn from different traditions and from great composers and musicians.

Appropriately discuss the dimensions of music and recognise them in music heard.

Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.

Develop a deeper understanding of the history and context of music.

Listen with attention to detail and recall sounds with increasing aural memory and accuracy.

notes on different instruments.

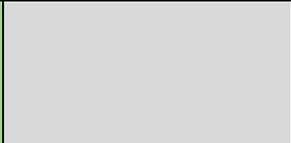
Appreciate and understand a wide range of high -quality live and recorded music drawn from different traditions and from great composers and musicians.

Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.

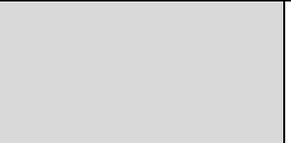
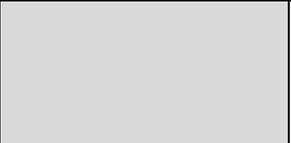
Sing as part of an ensemble with full confidence and precision.

Improvise and compose music for a range of purposes using the inter -related dimensions of music.

Listen with attention to detail and recall sounds with increasing aural



sounds with increasing aural memory and accuracy.



memory and accuracy

CEC Art Long-Term Curriculum Map

Art lessons take different forms, depending on the medium being used, but each lesson gives the children increased knowledge and tests their understanding of the subject in a practical, creative manner, in order for them to become more competent, confident and motivated. The curriculum is designed to foster and raise aspirations opening the children up to the potential of their artistic talent, a talent they very often might not even know they had within them! We at CEC Primary, want children to enjoy having Art in their lives as not only a way of enjoyment, but also as a potential future career: the world needs sculptors and painters and in their lessons is where they can start to dream! Children in our Reception classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged not only to express themselves freely by using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function but they are taught the skills which enable them to do this safely. For example, in Term 1 as part of their 'Superhero Me' topic children learn to paint in the style of Andy Warhol when they paint self-portraits; in Term 2 they learn how to correctly use watercolours, pastels and chalks as they paint planets and space scenes. In Term 4 as they look closely at animal patterns, they learn about the importance of thick and thin paintbrushes to create an effect. In Term 6, children are encouraged to create observational drawings, paintings, sculptures and use natural materials to create artwork in the style of Andy Goldsworthy. Throughout their Reception year, the curriculum provides children with the knowledge and skills about art which will enable them to begin Year One with the confidence required to embrace the fantastic learning opportunities to come. An Arts specialist leads the lessons, in Key Stages One and Two, and the knowledge they have allows children to feel their confidence grow and develop a sense of achievement when working, as they are guided in their successes and are always being extended or aided to achieve the best they can. Those children who might be reticent to join in - "I can't draw. I'm rubbish." - can easily take part and feel a sense of achievement in lessons, particularly when they master something that they found tricky at the start. The lessons are progressive and cumulative, with success being at the heart of each one. Success in Art can be internal, as well as practical, and takes different forms over the year. The children might be asked to show their work during a Star of the week assembly, held in front of the whole school; they might gain recognition through getting a Head teacher prize, or get some house points, or maybe even have their work shared through our social media network. In school, they might have work displayed in class, or as part of a 'Gallery' session within their year group. If it is a competition – and there are many to take part in! – they might win the chance to have a Christmas card made from their design or have their photograph go on to a National competition. We have held a range of different art clubs including drawing club and jewellery making club as well as, on a yearly basis, having a whole school Arts week that draws together many different Artistic mediums and is proudly displayed throughout the school. Art encompasses many areas, and we at CEC Primary want our children to be successful and have fun in all the disciplines taught. Whether it is drawing, sculpting, sewing, photography, painting, printing... there is an Art form for everyone!

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Children in our Reception classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged not only to express themselves freely by exploring and creating with variety of materials, tools and techniques. They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. For example, in Term 1 as part of their 'Superhero Me' topic children learn to paint in the style of great artists such as Andy Warhol when they paint self-portraits. In Term 2 they learn how to correctly use watercolours, pastels and chalks as they paint planets and space scenes. In Term 5 as they look closely at animal patterns, they learn about the importance of thick and thin paintbrushes to create an effect. In Term 6, children are encouraged to create observational drawings, paintings, sculptures and use natural materials to create artwork in the style of Andy Goldsworthy.</p>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Exploring How We Make Marks Purposefully Using Different Media Use artwork to record ideas, observations and experiences. (Learning)</p> <p>Explain what he/she likes about the work of others. (Learning)</p> <p>Know the names of tools, techniques and elements that he/she uses. (Learning)</p> <p>Explore mark-making using a variety of tools. (Techniques)</p>		<p>Exploring Ancient Egyptian Jewellery Through Paint and the Work of Paul Klee</p> <p>Use artwork to record ideas, observations and experiences. (Learning)</p> <p>Explain what he/she likes about the work of others. (Learning)</p> <p>Experiment with different materials to design and make products. (Learning)</p> <p>Cut, glue and trim material to create images from a variety of media e.g.</p>		<p>Designing and Drawing Our Sports Shoes</p> <p>Use artwork to record ideas, observations and experiences. (Learning)</p> <p>Explain what he/she likes about the work of others. (Learning)</p> <p>Make structures by joining simple objects together. (Techniques)</p>	

	<p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. (Techniques)</p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns. (Techniques)</p>		<p>photocopies, fabric, crepe paper, magazines. (Techniques)</p> <p>Sort, cut and shape fabrics and experiment with ways of joining them. (Techniques)</p>			
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	<p>Printing William Morris Paper</p> <p>Use artwork to record ideas, observations and experiences.</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p>		<p>The Great Fire of London Landscapes in Fabric</p> <p>Use artwork to record ideas, observations and experiences.</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p>		<p>Designing and Making Our VE Day Tea Towel</p> <p>Use artwork to record ideas, observations and experiences.</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p>	

	<p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Know that different artistic works are made by craftspeople from different cultures and times. (Learning)</p> <p>) Experiment with tones using pencils, chalk or charcoal. (Techniques)</p> <p>Represent things observed, remembered or imagined using colour/tools. (Techniques)</p>		<p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Develop techniques to join fabrics and apply decorations such as a running or over stitch. (Techniques)</p> <p>He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials. (Techniques)</p>		<p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use. (Learning)</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings. (Techniques)</p> <p>Experiment with basic tools on rigid and flexible materials. (Techniques)</p>	
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p>Exploring Our World Through Andy Goldsworthy's Work</p> <p>Using Sketching and Coloured Paper</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or</p>		<p>Colour Exploration Through the Work of Mondrian and Kandinsky</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)</p>		<p>Using Greek Pottery Designs for Cross - Stitch</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)</p>	

	<p>planning out ideas. (Learning)</p> <p>Explain what he/she likes or dislikes about their work. (Learning)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Know about some of the great artists, architects and designers in history and describe their work. (Learning)</p> <p>Explore shading, using different media. (Techniques)</p> <p>Compare and recreate form of natural and manmade objects. (Techniques)</p>		<p>Explain what he/she likes or dislikes about their work. (Learning)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (Techniques)</p> <p>He/she is able to create a collage using overlapping and layering. (Techniques)</p> <p>Create printing blocks using relief or impressed techniques. (Techniques)</p>		<p>Explain what he/she likes or dislikes about their work. (Learning)</p> <p>Know about some of the great artists, architects and designers in history and describe their work. (Learning)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Add detail to work using different types of stitch, including cross -stitch. (Techniques)</p>	
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	From 2D into 3D, Roman Bust Faces Through Sketching and Clay		Creating and Designing Our Anglo-Saxon Cloak		Creating Viking Sentinels to Guard Us Using Pastels and Paint	

	<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (Learning)</p> <p>Draws familiar objects with correct proportions. (Techniques)</p> <p>Plan a sculpture through drawing and other preparatory work. (Techniques)</p>		<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Print on fabrics using tie - dyes or batik. (Techniques)</p> <p>Use a variety of techniques e.g. marbling, silkscreen and cold water paste. (Techniques)</p>		<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Use taught technical skills to adapt and improve his/her work. (Learning)</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. (Techniques)</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. (Techniques)</p>	
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Year 5	<p>Sketching a Spiritual Shield Clay Tile for the Benin Kingdom</p> <p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used. (Learning)</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. (Learning)</p> <p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. (Techniques)</p> <p>Develop skills in using clay including slabs, coils and slips. (Techniques)</p>		<p>Exploring Medieval Tapestry Through Quilling</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning)</p> <p>Evaluate his/her work against their intended outcome. (Learning)</p> <p>Return to work over longer periods of time and use a wider range of materials. (Techniques)</p> <p>Experiment with using layers and overlays to create new colours/textures. (Techniques)</p>		<p>Islamic Geometric Art Decoupage</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning)</p> <p>Evaluate his/her work against their intended outcome. (Learning)</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. (Techniques)</p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones. (Techniques)</p>		
	Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	Exploring the Work of Lowry in Pastels,		Exploring Civil Rights Through the Work of		Conflict Art: Looking at the Poems of		

Charcoal and Watercolour

Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)

Select ideas based on first hand observations, experience or imagination and develop these through open ended research. (Learning)

Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. (Techniques)

Use different techniques, colours and textures when designing and making pieces of work and

Henry Moore and Sculpture

Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)

Refine his/her use of learnt techniques. (Learning)

Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning)

Produce intricate patterns and textures in a malleable media. (Techniques)

Wilfred Owen and 3D Sketching

Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)

Explain and justify preferences towards different styles and artists. (Learning)

Begin to develop an awareness of composition, scale and proportion in their work. (Techniques)

Use simple perspective in their work using a single focal point and horizon. (Techniques)

	explain his/her choices. (Techniques)					
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CEC Design Technology Long-Term Curriculum Map

Design Technology (DT) lessons at CEC Primary are an exciting new direction in our practical work, allowing the children a greater opportunity to use problem solving, engineering based techniques that can explore real world issues and try to find solutions for them in a classroom environment. Each unit of work has its roots in a 'real problem', making the children test their understanding of the issue discussed in a practical, creative manner. Teamwork, prototypes, preliminary sketches, all are used in order to help the children with their problem solving. The curriculum is based around the topic areas taught within each year group, allowing the classes a chance to explore the subjects in greater depth and develop an investigative approach to their studies. We want our children to discover their practical potential and utilise engineering know-how in a creative and innovative way. Children in our Reception classes begin to develop their understanding of Design and Technology from the very beginning. Through the safe use of scissors, paintbrushes, playdough modelling tools and construction, children learn 'the best tools for the job'. Throughout the year, children have access to a well-resourced creative area where they design and make their own models; it is here they discover the joys of PVA glue compared to a glue stick or masking tape compared to sticky tape. In Term 2 the children design outfits and picnics for aliens, they design space stations and are encouraged to articulate a rationale for their designs. In Term 4 during their 'Remarkable Robots' topic the children design robots for a purpose, selecting the tools they need to join their components together and in Term 6, they design and build homes for bugs, butterflies and other creatures that they discover during their 'Ready, Steady... Grow' topic. Throughout the year, daily Plan, Do and Review sessions where children plan and critically evaluate their ideas, help to develop the essential critical thinking skills that are required for later success in their Design and Technology learning. Key Stage One and Two class teachers lead the lessons at school and guide the class through the tasks, demonstrating techniques and safety procedures to ensure every child in the class can feel their confidence grow and develop and no one feels left out or unable to be successful. The lessons progress through Research, Design and Make stages, and the skills learned in each section accumulate with the children utilising all of them in their final product design. Children are taught safe procedures at all times when using any tools, and safe working practices are used at all times. Success in DT comes on different levels and due to the nature of the subject can take many forms. The joy of solving a problem and then seeing an idea come to life can be really rewarding, and then spending time to develop the idea further, creating a finished product to the highest level, is immensely satisfying and the children can display their work with pride to their peers. The children might be asked to show their work during a Star of the week assembly, demonstrating the processes they went through to reach the final product, or they might be given a house point and get the chance to show their success to Mrs Fox or Mr. Hobbs. They might even have their work shared through our social media network! Using Design ideas and techniques, we aim to show that the creative side of engineering can be just as artistic as drawing or painting. Design Technology touches on many areas, both practical and theoretical, and we want our children at CEC Primary to be successful and have fun with all the design work. Future Engineers and Designers have to start somewhere, and the classes at school are a great place to begin!

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Children in our Reception classes begin to develop their understanding of Design and Technology from the very beginning. Through the safe use of scissors, paintbrushes, playdough modelling tools and construction, children learn ‘the best tools for the job’. Throughout the year, children have access to a well resourced creative area where they design and make their own models; it is here they discover the joys of PVA glue compared to a glue stick or masking tape compared to sticky tape. In Term 2 the children design outfits for aliens, they design space stations and are encouraged to articulate a rationale for their designs. In Term 3, the children design, make, taste and evaluate their own pirate pizzas. In Term 4 during their ‘Deep Sea Divers’ topic the children will create their own moving animals such as crabs, selecting the tools they need to join their components together and in Term 6, they design and build homes for bugs, butterflies and other creatures that they discover during their ‘Ready, Steady... Grow’ topic. Throughout the year, daily Plan, Do and Review sessions where children plan and critically evaluate their ideas, help to develop the essential critical thinking skills that are required for later success in their Design and Technology learning.</p>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		<p>Making a Roly-Poly as a 3D Model</p> <p>Ask simple questions about existing products and those that he/she has made. (Processes)</p> <p>Create simple designs for a product. (Processes)</p> <p>Use pictures and words to describe what he/she wants to do. (Processes)</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. (Processes)</p>		<p>Designing and Creating a Vehicle Using Cardboard and Axels</p> <p>Ask simple questions about existing products and those that he/she has made. (Processes)</p> <p>Create simple designs for a product. (Processes)</p> <p>Use pictures and words to describe what he/she wants to do. (Processes)</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting,</p>		<p>Create a Wind Powered Vehicle to Race</p> <p>Talk about what he/she eats at home and begin to discuss what healthy foods are. (Cooking and Nutrition)</p> <p>Say where some food comes from and give examples of food that is grown. (Cooking and Nutrition)</p> <p>Use simple tools with help to prepare food safely. (Cooking and Nutrition)</p>

		<p>Use a range of simple tools to cut, join and combine materials and components safely. (Processes)</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable. (Processes)</p> <p>Use wheels and axles in a product. (Processes)</p>		<p>shaping, joining and finishing. (Processes)</p> <p>Use a range of simple tools to cut, join and combine materials and components safely. (Processes)</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable. (Processes)</p> <p>Use wheels and axles in a product. (Processes)</p>		
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2		<p>Creating a Lever Based 3D Christmas Card</p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through talking,</p>		<p>Designing and Making a Hand Puppet</p> <p>Using Sewing for a Chinese Myth Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)</p> <p>Generate, develop, model and</p>		<p>Creating a Healthy and Nutritious Summer Meal</p> <p>Understand the need for a variety of food in a diet. (Cooking and Nutrition)</p> <p>Understand that all food has to be farmed, grown or caught. (Cooking and Nutrition)</p>

		<p>drawing, templates, mock -ups and, where appropriate, information and communication technology. (Processes)</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. (Processes)</p> <p>Explore and use mechanisms e.g. levers sliders, wheels and axles, in his/her products. (Processes)</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools. (Processes)</p> <p>Evaluate and assess existing products and</p>		<p>communicate his/her ideas through talking, drawing, templates, mock -ups and, where appropriate, information and communication technology. (Processes)</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. (Processes)</p> <p>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. (Processes)</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)</p> <p>Safely measure, mark out, cut and shape materials and components using a</p>		<p>Use a wider range of cookery techniques to prepare food safely. (Cooking and Nutrition)</p>
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		those that he/she has made using a design criteria. (Processes)		range of tools. (Processes) Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)		
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3		<p>Investigating How Hydraulics Can Power An Item</p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes)</p> <p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. (Processes)</p> <p>Use knowledge of existing products to design his/her own functional product. (Processes)</p> <p>Make suitable choices from a wider range of</p>		<p>Using Pneumatics to Create an Erupting Volcano</p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes)</p> <p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. (Processes)</p> <p>Use knowledge of existing products to design his/her own functional product. (Processes)</p> <p>Make suitable choices from a wider</p>		<p>Creating a Healthy Salad</p> <p>Talk about the different food groups and name food from each group. (Cooking and Nutrition)</p> <p>Understand that food has to be grown, farmed or caught in Europe and the wider world. (Cooking and Nutrition)</p> <p>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. (Cooking and Nutrition)</p>

tools and unfamiliar materials and plan out the main stages of using them. (Processes)

Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. (Processes)

Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)

Strengthen frames using diagonal struts. (Processes) Safely measure, mark out, cut, assemble and join with some accuracy. (Processes)

Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)

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Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)

Strengthen frames using diagonal struts. (Processes)

Safely measure, mark out, cut, assemble and join with some accuracy. (Processes)

Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4		<p>Make a Two -Point Lever Christmas Card Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes)</p> <p>Create designs using exploded diagrams. (Processes Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. (Processes)</p> <p>Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. (Processes)</p> <p>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in</p>		<p>Create Housing for a Working Torch</p> <p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes)</p> <p>Create designs using simple electrical diagrams. (Processes)</p> <p>Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. (Processes)</p> <p>Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. (Processes)</p> <p>Understand and use</p>		<p>Using Natural Ingredients to Create a Healthy Trail Mix</p> <p>Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. (Cooking and Nutrition)</p> <p>Understand seasonality and the advantages of eating seasonal and locally produced food. (Cooking and Nutrition)</p> <p>Read and follow recipes which involve several processes, skills and techniques. (Cooking and Nutrition)</p>

		<p>frameworks. (Processes)</p> <p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas. (Processes)</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>electrical systems in products. (Processes)</p> <p>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. (Processes)</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5		<p>To Create and Test a Working Portable Water Filter</p> <p>Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. (Processes)</p> <p>Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of</p>		<p>To Create a Geodesic Dome</p> <p>Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. (Processes)</p> <p>Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of</p>		<p>To Create a Healthy Pasta Sauce to Go With a Meal</p> <p>Understand the main food groups and the different nutrients that are important for health. (Cooking and Nutrition)</p> <p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to</p>

		<p>different materials, tools and techniques. (Processes)</p> <p>Create prototypes to show his/her ideas. (Processes)</p> <p>Make careful and precise measurements so that joins, holes and openings are in exactly the right place. (Processes)</p> <p>Understand how to use more complex mechanical systems. (Processes)</p> <p>Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. (Processes)</p> <p>Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. (Processes)</p>		<p>different materials, tools and techniques. (Processes)</p> <p>Create prototypes to show his/her ideas. (Processes)</p> <p>Make careful and precise measurements so that joins, holes and openings are in exactly the right place. (Processes)</p> <p>Understand how to use more complex electrical systems. (Processes)</p> <p>Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. (Processes)</p> <p>Make detailed evaluations about existing products and his/her own considering the views of others to</p>		<p>eat. (Cooking and Nutrition)</p> <p>Select appropriate ingredients and use a wide range of techniques to combine them. (Cooking and Nutrition)</p>

				improve his/her work. (Processes)		
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6		<p>Create a Christmas Cam Toy</p> <p>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes)</p> <p>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. (Processes)</p> <p>Use technical knowledge accurate</p>		<p>Designing and Creating in 3D a House of the Future</p> <p>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes)</p> <p>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. (Processes)</p>		<p>Designing and Making a Healthy Oat Bar with Packaging</p> <p>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. (Cooking and Nutrition)</p> <p>Use information on food labels to inform choices. (Cooking and Nutrition)</p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her . (Cooking and Nutrition)</p>

		<p>skills to problem solve during the making process. (Processes)</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes)</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. (Processes)</p>		<p>Apply his/her understanding of computing to program, monitor and control his/her product. (Processes)</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes)</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. (Processes)</p>		
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CEC Computing Long-Term Curriculum Map

At CEC Primary we believe that technology plays a significant role in society today. Children are taught the skills and the correct morals, values and ethics to participate effectively and safely in this digital world, which can only be achieved through a broad and diverse Computing curriculum. Children in our Reception classes learn to use technology safely on a day-to-day basis during their independent learning through the use of Alexa, Bee-Bots, iPads and computers. However, it is in Term 4 where their developing knowledge of computing is brought to life especially through their topic 'Remarkable Robots'. Here children will learn about early programming and artificial intelligence. They will design robots to do specific jobs in their very own 'robot workshop' inspired by the story 'Robot Rumpus'. Through this topic, children will begin to understand the scope of technology; it will provide them with firm foundations to build upon their knowledge and develop digital literacy for future learning. At the core of our Key Stage One and Two Computing curriculum, children are introduced to a wide range of technology, including chromebooks, iPads and beebots, allowing them to continually practice and improve the skills they learn. This ensures they become digitally literate so that they are able to express themselves and develop their ideas through information and computer technology. Our Computing curriculum enables children to become effective users of technology who can: Understand and apply the essential principles and concepts of Computer Science, including logic, algorithms and data representation; Analyse problems in computational term, and have repeated practical experience of writing computer programs in order to solve such problems; Evaluate and apply information technology analytically to solve problems; Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum. Internet Safety At CEC Primary we take internet safety extremely seriously. We have an Internet Policy that provides guidance for teachers and children about how to use the internet safely. Each topic conveys important e-safety principles so that children understand how to stay safe online and report any concern they may have when using technology. In addition, we support Parents with their own knowledge and understanding of e-safety by offering open house sessions through our 'Conversation Cafe' initiative. This puts parents in direct contact with key member of our leadership team so that they can keep updated with the latest e-safety advice, support and recommendations.

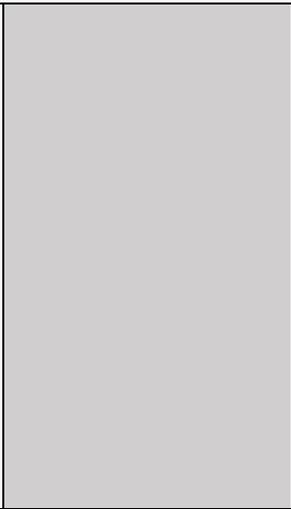
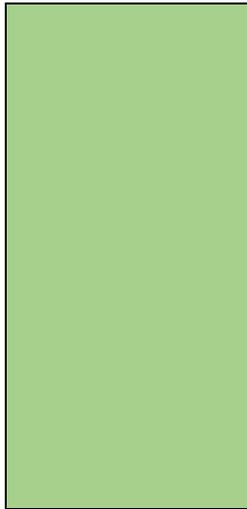
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Children in our Reception classes learn to use technology in a responsible, competent, and confident manner on a day-to-day basis during their independent learning through the use of Alexa, Bee-Bots and iPads. However, it is in Term 4 where their developing knowledge of Computing is brought to life especially through their topic 'Deep Sea Divers'. Here children will learn about early programming and algorithms as they program Bee-Bots around the ocean bed and understand the purposes of diving equipment such as torches and air tanks. They will begin to think logically about the equipment needed to become a real life diver, as well as exploring how video and photographic footage is available for us to look at. Throughout the year, children will begin to understand the scope of technology; for example when they use Google Earth to look at a view from space as part of their 'Blast off' topic or when they Skype their counterparts in Ghana in Term 6. The planned experiences and opportunities that the children encounter provide with them with firm foundations to build upon their knowledge and develop digital literacy for future learning.</p>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Technology Around Us</p> <p>I can recognise how I use technology in my home and at school (Computers)</p> <p>I know to tell an adult if I see anything worrying online. (E-Safety)</p>		<p>Moving a Robot</p> <p>I can recognise how I use technology in my home and at school (Computers)</p> <p>) I can predict the behaviour of a programmed toy (Coding)</p> <p>I can explain that an algorithm is a step by step set of instructions (Coding)</p> <p>I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm (Coding)</p>		<p>Digital Writing</p> <p>I can recognise how I use technology in my home and at school (Computers)</p> <p>I can use a program to create a simple document. (Using Computers)</p> <p>I know to tell an adult if I see anything worrying online. (E-Safety)</p> <p>I can explain that an algorithm is a step by step set of instructions (Coding)</p>	
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Year 2	<p>Information Technology Around Us</p> <p>I know I need to keep my personal information private (e -Safety)</p> <p>I can recognise how others use technology outside of school (Computers)</p>		<p>Digital Photography</p> <p>I can use different software programs and discuss the benefits of their usage (Using Computers)</p> <p>I can find, open, edit and save files I am working on (Using Computers)</p>		<p>Programming Quizzes</p> <p>I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm (Coding)</p> <p>I can create a simple program to perform a task (Coding)</p> <p>I can create and debug simple programs (Coding)</p> <p>I can find and fix simple bugs in programs (Coding)</p> <p>I can understand that programs run by following clear instructions (Coding)</p>	
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p>Connecting Computers</p> <p>I know what input and output devices are and how they are used (Computers)</p> <p>I can use a range of input and output devices efficiently (Computers)</p>		<p>Events and Actions in Programs</p> <p>I know what input and output devices are and how they are used (Computers)</p> <p>I can use a range of input and output devices efficiently (Computers)</p>		<p>Stop -Frame Animation</p> <p>I can make choices on which program is best for a given task (Using Computers)</p> <p>I know I need to keep my password and personal information secure (E -Safety)</p>	

	<p>I understand that computer networks allow data to be transferred and shared (Networks)</p> <p>I understand that the internet is a large network that enables computers to share information (Networks)</p> <p>I can make choices on which program is best for a given task (Using Computers)</p>		<p>I can make choices on which program is best for a given task (Using Computers)</p> <p>I can produce a simple program that completes a given task (Coding)</p>		<p>I can recognise acceptable and unacceptable behaviour online (E - Safety)</p> <p>I know what input and output devices are and how they are used (Computers)</p> <p>I can use a range of input and output devices efficiently (Computers)</p>	
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	<p>The Internet</p> <p>I understand that some computers on a network serve particular functions, such as controlling printers or sharing files (Networks)</p> <p>I can use different software programs and different types of hardware (Using Computers)</p> <p>I understand that what I say or post on the internet might</p>		<p>Audio Production</p> <p>I can use more complicated input devices (Computers)</p> <p>I can use different software programs and different types of hardware (Using Computers)</p> <p>I understand how search engines order their search results (Net Searching)</p> <p>I understand that what I say or post on</p>		<p>Repetition in Games</p> <p>I can use a range of programs to complete a task (Using Computers)</p> <p>I can use different software programs and different types of hardware (Using Computers)</p> <p>I can use other programs as I code (Coding)</p>	

	<p>be copied, shared and stored by others (e -Safety)</p> <p>I know what to do if I see anything worrying online (e - Safety)</p> <p>I understand how search engines order their search results (Net Searching)</p>		<p>the internet might be copied, shared and stored by others (e -Safety)</p> <p>I know what to do if I see anything worrying online (e - Safety)</p>		<p>I can break programs up into smaller parts (Coding)</p> <p>I can use logical thinking to identify and solve potential bugs during coding (Coding)</p>	
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	<p>Sharing Information</p> <p>I can use the internet to allow me to share data with another person (Networks)</p> <p>I understand how to choose online content for my age group (e -Safety)</p> <p>I can select appropriate software to use for a given task (Using Computers)</p> <p>I can use more advanced features when searching online (Net Searching)</p>		<p>Selection in Physical Computing</p> <p>I can select appropriate software to use for a given task (Using Computers)</p> <p>I can write increasingly complex programs (Coding)</p> <p>I can control external hardware from within my programs (Coding) ,</p> <p>I can use loops to repeat tasks within a program (Coding)</p> <p>I can use IF statements to alter</p>		<p>Selection in Quizzes</p> <p>I can use the internet to allow me to share data with another person (Networks)</p> <p>I can select appropriate software to use for a given task (Using Computers)</p> <p>I can confidently use a range of software tools (Using Computers)</p> <p>I can write increasingly complex programs (Coding)</p> <p>I can use IF statements to alter the way my programs run (Coding)</p>	

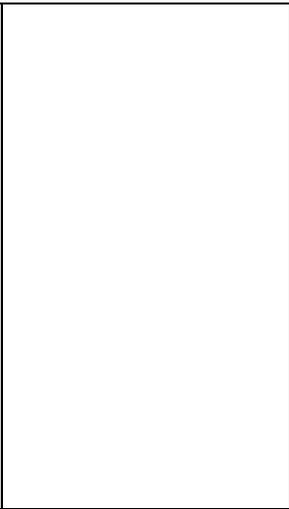
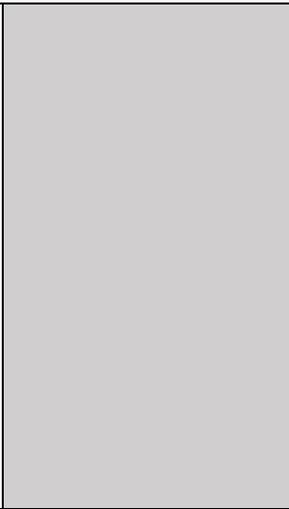
	I can use a range of search tools to find exactly what I'm looking for (Net Searching)		<p>the way my programs run (Coding)</p> <p>I can explain how increasingly complex algorithms solve a given problem (Coding)</p>		I can use loops to repeat tasks within a program (Coding)	
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	<p>Internet Communication</p> <p>I understand how computers are able to communicate and share information (Networks)</p> <p>I understand how to protect my computer or device from harm on the internet (e - Safety)</p> <p>I understand how to report concerns about content and contact in and out of school (e -Safety)</p> <p>I can recognise trustworthy sources of information on the internet</p>		<p>Webpage Creation</p> <p>I understand how computers are able to communicate and share information (Networks)</p> <p>I can use and combine services on the internet to share information (Networks)</p> <p>I can design a program for a given audience (Using Computers)</p> <p>I can use software to help me analyse and present data and information (Using Computers)</p> <p>I can use more than one piece of software</p>		<p>Variables in Games I can use logical thinking to identify and solve potential bugs during coding (Coding)</p> <p>I can use loops, variables and IF statements to alter the way my programs run (Coding)</p> <p>I can store and retrieve variables in a program (Coding)</p> <p>I can break code up into related instructions, making debugging easier and quicker (Coding)</p> <p>I can combine software and hardware to solve real life problems (Coding)</p>	



to complete a task
(Using Computers)

I understand how to
protect my computer
or device from harm
on the internet (e -
Safety

) I understand how to
report concerns
about content and
contact in and out of
school (e -Safety)



CEC Spanish Long-Term Curriculum Map

Bienvenido a CEC Primary! Our Key Stage 2 (Years 3 to 6) pupils take part in weekly Spanish lessons and our KS1 pupils develop an understanding of basic greetings throughout their time in Years 1 and 2. Our toolkit supports three key aspects of the curriculum (following the Professor Rachel Hawkes' Scheme of Work) classroom talk, translation and some native songs, games and short texts. Through these lessons our pupils: read, write and speak Spanish words, phrases and sentences to communicate meaning develop an appreciation of the Spanish language and culture develop awareness global citizenship develop an understanding of etymology and the relevance of this and the words we use in modern English increase their knowledge and understanding of English grammar and spelling. In Year 3, pupils start with phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these. Throughout their time in Year 4, the children learn more about numbers, months, dates, asking for and giving birthday, language to do with birthday celebrations and some Christmas vocabulary. Learners will use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations. Children will develop their linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miró. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso). They learn how to say 'Tengo un/una ... que se llama...' I have a ... called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the third person singular and plural: --> tiene (has), es (is), tienen (have), son (are). In Year 5, learners will extend their food and drink vocabulary and will learn how to say when meal times are and what they usually have, comparing eating habits in Spain. They will learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish. The children will learn to pronounce sports accurately from text, applying their phonics knowledge from previous years. They will also practise using a dictionary to look up unknown words. The children will describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. They will learn how to say which sports they like/dislike doing, using 'me gusta' plus an infinitive verb. As always, pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence. Children will begin Year 6 learning to describe the weather and will then move on to revising colours (with adjectival agreement) with common nouns and the flags of a few familiar countries. They will also learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using. There follows a focus on Spain and some of the key features of the country. Attention is paid to forming plurals of nouns and using the adjective 'mucho' (lots of). Pupils are also encouraged to use 'hay' (there is/are) which they have met previously. Then pupils look at key cities and their location in Spain, using the points of the

compass and key geographical features to locate them on a map. They recycle how to say what somewhere is famous for using the key cities they have been introduced to. They learn vocabulary for places in the town and are then invited to work independently to describe photos (making use of a word list provided) and give their opinions on them. To further develop children's knowledge and understanding in Spanish, we link with Devonport High School for Boys, who have delivered Spanish workshops to our children and also helped us to celebrate el Día de los Muertos (the Day of the Dead). At CEC Primary, we aim to ensure that all of our pupils leave us able to hold basic conversations in Spanish and are inspired to visit all of the Spanish speaking countries in the world, as well as learn other languages too!

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p>Show that he/she recognises words and phrases heard by responding appropriately.</p> <p>Follow simple instructions and link pictures or actions to language.</p> <p>When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming.</p> <p>Recognise some familiar words and phrases in written form.</p>	<p>Ask and answer simple questions, for example about personal information.</p> <p>Use mostly accurate pronunciation and speak clearly when addressing an audience.</p>	<p>Repeat sentences heard and make simple adaptations to them.</p> <p>Use simple adjectives such as colours and sizes to describe things in writing.</p> <p>Use simple adjectives such as colours and sizes to describe things orally.</p>	<p>Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.</p>	<p>Have basic understanding of the usual order of words in sentences in the target language.</p> <p>Read some familiar words aloud using mostly accurate pronunciation.</p> <p>Write some single words from memory.</p>	<p>Learn and remember new words encountered in reading.</p> <p>Recognise the main word classes e.g nouns, adjectives and verbs.</p> <p>Record descriptive sentences using a word bank.</p>
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.</p> <p>Notice that the target language may contain different phonemes and that some similar sounds</p>	<p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.</p> <p>Read aloud using accurate pronunciation and present a short</p>	<p>Ask and answer a range of questions on different topic areas.</p> <p>Write words and short phrases from memory.</p> <p>Recognise a wider range of word classes including</p>	<p>Using familiar sentences as models, make varied adaptations to create new sentences.</p> <p>Follow the written version of a text he/she is listening to.</p>	<p>Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.</p> <p>Begin to work out the meaning of unfamiliar words within a familiar</p>	<p>Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p> <p>Write descriptive sentences using a model but supplying</p>

	may be spelt differently to English.	learned piece for performance.	pronouns and articles, and use them appropriately.	Recognise questions and negative sentences.	text using contextual and other clues.	some words from memory. Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.	Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. Learn a song or poem using the written text for support.	Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. Adapt sentences to form negative sentences and begin to form questions.	Identify different ways to spell key sounds, and select the correct spelling of a familiar word. Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun. Know how to conjugate some high frequency verbs.	Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words. Take part in conversations and express simple opinions giving reasons.	Adapt known complex sentences to reflect a variation in meaning. Begin to use intonation to differentiate between sentence types. Create a short piece for presentation to an audience. Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	Apply knowledge of phonemes and spelling to attempt	Use pronunciation and intonation effectively to accurately express	Create his/her own sentences using knowledge of basic sentence structure.	Use vocabulary learnt from reading in different contexts and use dictionaries	Engage in longer conversations, asking for clarification when necessary.	Write a range of phrases and sentences from memory and adapt

	<p>the reading of unfamiliar words.</p> <p>Begin to use some adverbs.</p> <p>Attempt to read a range of texts independently, using different strategies to make meaning.</p>	<p>meaning and engage an audience.</p> <p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</p>	<p>Understand how to use some adverbs in sentences.</p>	<p>to find a wide range of words.</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.</p>	<p>Know how to conjugate a range of high frequency verbs.</p> <p>Have an awareness of similarities and differences in grammar between different languages.</p>	<p>them to write his/her own sentences on a similar topic.</p> <p>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.</p>
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