Wickersley Partnership Trust

WICKERSLEY
PARTNERSHIP
TRUST.

Wider Curriculum

Primary Phase

CONTENTS

CURRICULUM POLICY

This document provides information on Wickersley Partnership Trust's curriculum vision, intent, its implementation and how we measure its impact.

At Wickersley Partnership Trust we understand that getting the curriculum right for each and every individual student is the single most important factor in ensuring progress, encouraging positive engagement and raising aspirations. We are continually reviewing and improving the curriculum we offer.

We believe that the curriculum is a powerful tool. Our curriculum is not driven by performance tables. We are proud that the curriculum in all our schools is a starting point for a wide and varied learning experience for our students. We enrich the curriculum by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in and through opportunities to develop deep and sustained engagement and give students the capability to think deeply and critically for themselves. We are committed to developing the whole student.

It is our belief that all of our schools have a strong, broad, balanced curriculum which can be tailored to meet the needs of individuals, so that we can remove barriers to learning and allow all students to access the curriculum appropriate to them. We believe the curriculum should be tailored to the school's local context by addressing typical gaps in students' knowledge and skills. Our students will have the opportunity to be creative, to be physically active and to be academically challenged. We ensure the students have a range of learning experiences that challenge, stimulate and promote thinking and learning.

In all of our schools, the core of our curriculum is a strong foundation in English and Maths, with the opportunity for additional support to address deficits in literacy and numeracy, as we believe that these essential skills not only enable students to access the rest of the curriculum, but are vital life skills. Our aim is for our curriculum to be as broad as possible for as long as possible.

We believe that participation in high quality physical activity and physical education is valuable in its own right because of the specific educational outcomes and the personal, social and health benefits. It is also a very effective means of engaging young people in their broader learning, by raising aspirations, providing motivation and promoting behaviours that lead to higher levels of attainment across the full range of school subjects. Because of this, we believe that every child in the Trust deserves equal access to high quality PE and Sport learning environments and programmes that are inclusive, safe, challenging, progressive and enjoyable, taught by specialist tutors. These opportunities are embedded in the school curriculum, available as out of school hours provision and in the community. The wider promotion of physical activity as part of a healthy lifestyle is extremely important as well as the opportunity to take part in extra-curricular clubs and teams. All pupils within the Trust, have the opportunity to take part in outdoor education/watersports through our Ulley centre. D of E is offered to secondary students (Years 9 to 13), and participation is high.

Our extra-curricular offer is extensive beyond physical activity and includes creative and performing arts and STEM. We take every opportunity to extend the curriculum through visitors from the worlds of art, STEM, computing, history, science, music. Educational visits, including residentials, range from trips to local sites of historical interest, visits to London, Carlton Lodge, Thirsk, Watersports in Spain, a History trip to France/Belgium, Old Trafford, Wembley and Liverpool Echo Arena. All pupils are given the opportunity to be taught by specialist music teachers and to learn an instrument and the trust actively provides a peripatetic music service to ensure progression for pupils who wish to develop their skills and interests further. All schools are given the opportunity to take part in a Trust public performance, such as the Trust Christmas concert and Young Voices.

There is a dedicated Outdoor Adventurous Activities timetable for each school to access 2.5 days water based activities in every primary school. During the off-season, pupils can access 1.5 days of climbing activities in the indoor provision.

In addition to the National School Games programme, there are a number of additional competitions which are available to pupils attending WPT schools. All the competitions have a National/Local Governing Body pathway leading to opportunities to transition into a club setting ranging from grass roots to professional academies.

We have designed a curriculum that values the development of the 'able' as much as it does 'qualified'. We believe that both are equally important to our students so that they can play their full part in the world.

Our pastoral curriculum is planned out for progression and identifies milestones in personal development and opportunities for social, cultural and careers experiences, increasing pupils cultural capital. Starting in Early Years Foundation Stage and continuing through to Year 13, our students experience a full programme of PSHE opportunities. In PSHE, we use a spiral curriculum for students to develop their skills, knowledge and understanding throughout the phases.

The PSHE curriculum is developed to build key knowledge and skills around SMSC, British Values and to give age-appropriate messages around health, well-being, relationships and sex education. This is in line with the new 'Relationships, Sex Education and Health Education in Schools (2020)' guidance.
Information on careers is shared in our secondary school but also through enrichment via external providers including: workplace visits, mentoring programmes and study days at higher education institutions. Through high-quality guidance and advice, led by our Careers Leader and careers adviser, students are able to use what they have learnt to make well-informed decisions at each stage of their career progression and achieve their full potential.

INTENT

At Wickersley Partnership Trust we want all students to leave **able and qualified** to play their full part in an ever-changing world, through an **ambitious, creative and innovative** curriculum which empowers students with the **skills, knowledge and attributes** to allow them to succeed with the challenges of life beyond their time at school. (In their next phase of education and their working life).

We aim to engender a love of learning, self-belief and aspiration through 4 key intentions:

Intention 1: Removing barriers to learning
Four common barriers (listed below), if left unchallenged, will limit the progress, engagement and development of our students. We therefore remove barriers to learning and support students' ability to access the curriculum through the development:

- **Literacy and language acquisition**
- Numeracy
- Oracy
- Vocabulary

Intention 2: Developing knowledge and skills for learning in a range of subjects

Each curriculum area intends to grow mini subject specialists through the development of the subject knowledge and skills. Student knowledge and essential learning skills go hand in hand. We strive, at all times, for personal excellence by developing the 5 key skills for success below:

- Recall
- Interpretation
- Creativity
- Analysis
- Evaluation

Intention 3: Developing personal attributes (The WPT Way)

The WPT Way allows us all to promote the attributes our children need in order to develop their **independence, responsibility and resilience** to have a happy and successful life.

The WPT Way promotes:

- Aspiration
- Collaboration
- Communication
- Respect
- Responsibility
- Resilience
- Tolerance

Intention 4: To enrich students' experiences and broaden their horizons:

Our schools curriculum seeks to equip students with the understanding of how to develop themselves as well rounded citizens and maintain healthy relationships; to enrich their and broaden their horizons, both in their cultural capital and future aspirations. Our curriculum will offer:

- Experiential Learning – Trips, visitors,
- Hands-on Experiences – Practical opportunities in the classroom
- Extracurricular opportunities – sports clubs, School shows
- Wider opportunities - DoE, Residential, Camps international, charity work/ involvement

IMPLEMENTATION

Implementation through Design

The Trust has a strong commitment to collaboration and cooperation between and beyond its constituent schools. Collaboration is at the heart of the approach to improving literacy across the schools in the MAT. Much of the embedded collaboration occurs between primary colleagues and their peers, and the same at secondary level to ensure that work is age and phase appropriate. However, a variety of cross phase work is developing.

Teachers collaborate to ensure that students have sufficient content knowledge to enable them to become proficient within their subject areas. We aim to ensure that this knowledge base is secure and built over time focusing on committing content to long term memory. Throughout, teachers work to ensure that students develop the necessary academic and vocational skills to enable them to put this growing knowledge into practice.

CURRICULUM MODEL

In the primary phase, we adopt a thematic approach to learning and we plan our curriculum in phases. All primary schools have adopted a curriculum which focuses on wider concepts such as the impact of humans, equality and democracy and significant people. These concepts don't fall into subject boxes but provide the opportunity to see links from a wider perspective and help children to make meaningful connections between curriculum content and their everyday lives.

We agree a long-term plan for each subject and phase, which is progressive and sequential in knowledge and skills. This plan indicates what topics are to be taught in each term. Subjects that do not link to the study unit theme are taught discretely. Medium term plans are completed for all subjects. With our medium-term plans, we give clear guidance on the objectives that we use when teaching each topic and where cross curricular links can be made. We believe the curriculum should be tailored to the school's local context by addressing typical gaps in students' knowledge and skills, therefore, the topics within the primary phase can be specific to the school.

EYFS
We follow the Early Years Foundation Stage curriculum and plan topics and areas of learning through children's interests.

There are seven areas of learning and these are taught primarily through play and first-hand experiences.

The characteristics of effective learning, shown below, run through and underpin all seven areas of learning and development.

- Playing and exploring: seek challenge, a can do approach to learning and role-play, open-ended activities.
- Active learning: concentration and involvement, perseverance and proud of what they have achieved.
- Creating and thinking critically: solving problems and making predictions.

IMPLEMENTATION THROUGH TEACHING AND LEARNING

At Wickersley Partnership Trust, our students deserve and expect:

- Highly focused lesson design, informed by data, with clear intended learning objectives;
- An engaging starter and/or a recap activity of prior learning;
- A variety of challenging activities with clear success criteria;
- Appropriate use of teacher questioning and modelling;
- Opportunities to learn in different ways, such as independent study, paired and group work, with opportunities for students to talk with adults and with peers;
- Regular use of verbal and written feedback to motivate students and encourage them to reflect on their own learning.

As a result, our curriculum at both primary and secondary, has pace and challenge, encourages a breadth of experiences and is enhanced through effective planning and genuine, positive relationships.

Impact

We measure the impact of our curriculum through several means:

- Outcomes for students in national examinations;
- Progress data for current year groups;
- Student and parent voice;
- Lesson observations and Work Scrutiny;
- Destinations data;
- Attendance data;
- Positive and negative behaviour data;
- Engagement in enrichment activities;
- Progress towards the Gatsby Benchmarks.

Ebacc

- Wickersley Partnership Trust offers a wide range of options with a strong academic core.
- We recognise the value of geography, history and MFL.
- We recognise that the uptake of MFL is too low, although on an upward trend
- All secondary schools have curriculum plans in place to increase the number of students studying geography, history and modern foreign languages.

PRIMARY CURRICULUM MODEL

Subjects	Literacy	Maths	RE	PE	MFL	Science	History	Geography	DT/ Food	Art	Music	PHSE	IT/ Computing
Minimum average hours of curriculum time per week	7.5	5	1	2	0.5	1	1*	1*	0.5*	0.5*	0.5*	0.5	0.5*

* taught as topic themed blocks not discrete subjects

Each school will allocate additional time to curriculum areas depending on the context of the school.

ROLES AND RESPONSIBILITIES

The Role of Governors

Our governing body is responsible for monitoring the way the school curriculum is implemented. The governors liaise with the subject leaders, and monitor the way the school teaches these subjects through governor visits to school. Governors will receive reports from the headteacher and curriculum teams and act upon areas identified as requiring improvement.

The Role of the Headteacher and Senior Leadership Team

The headteacher and senior leadership team will:

- Be responsible for the day to day organisation of the curriculum;
- Provide a strategic lead and direction for the curriculum teams;
- Monitor the curriculum through 360 degree evaluations of teaching and learning;
- Liaise with the School Leadership Team (SLT);

The senior leadership team will;

- Liaise with the Curriculum Teams;
- Support and offer advice to colleagues;
- Monitor pupil progress;
- Carry out 360 degree evaluations of teaching and learning;
    - Work scrutiny / learning journeys of
    - Progress analysis
    - Pupil conversations
    - Lesson observations
    - Drop ins.
- Report on the quality of teaching and learning in the termly governors' report;
- Act as role models for teaching staff;

The Role of the Curriculum Team

The role of the curriculum team is to:

- Provide a strategic lead and direction for the curriculum area;
- Support and offer advice to colleagues on issues related to the curriculum area;
- Monitor pupil progress in that curriculum area;
- Provide efficient resource management for the curriculum area.

It is the role of each curriculum team to keep up to date with developments in their curriculum area, at both national and local level. They review the way the curriculum area is taught in the school and plan for improvement. This development planning links to whole school objectives. Each curriculum team reviews the curriculum plans for their subject, ensures that there is full coverage of the curriculum and that progression is planned into schemes of work.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The curriculum in our school is designed to provide access and opportunity for all students who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual student, then we do so only after the parents of the student have been consulted. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider applying for an EHCP (Education Health Care Plan), and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

There is a high academic/vocational/technical ambition for all pupils, and schools do not offer disadvantaged pupils with SEND a reduced curriculum.

Wickersley Partnership Trust

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Subject Specific

Policies and Curriculum

ENGLISH

READING POLICY

VISION

We aim to send every young person into the world able and qualified to play their full part in it. This means that we want students to develop the skills, knowledge and attributes to thrive and flourish in their school years and beyond. The literacy policy is a key strategy for removing barriers to learning which, if left unchallenged, will limit the progress, engagement and development of our learners. The policy aims to remove key barriers to learning (see curriculum intent), but particularly focuses on improving:

- Reading
- Vocabulary acquisition
- Oracy
- Writing

In the primary phase we ensure that we teach both synthetic phonics daily as well as reading skills although these may be through different approaches. All children in primary schools have books that are closely matched to their phonic knowledge/phase. Our schools use tracking and screening of children for phonics; this takes place every 6-8 weeks. York Assessment of Reading Comprehension assessments are used to identify the children's reading age and gaps in comprehension skills. From this, interventions are carefully planned to support the children who both need to 'catch up' and 'keep up'.

By the time children leave KS1 we would like all children to be able to read fluently, enjoy reading and be confident to apply reading skills and strategies across the curriculum. Throughout reading lessons, children have access to high quality texts. Where possible, these are linked to other areas of the curriculum.

It is an expectation that children in our schools listen to their teachers read on a daily basis to model strategies, skills and vocabulary. Children are explicitly taught to speak in full sentences from a very early age.

PERFORMANCE INDICATORS

The performance indicators for Wickersley MAT can be found on the 'Big 5' document, however the performance indicators for the above are:

READING
- Pupils to achieve at least expected standards that match, or exceed, their chronological age.
- Pupils to be able to read fluently and with confidence.
- Pupils to read with enjoyment and engagement.
- Pupils to have access to a range of quality texts across genres in a range of curriculum areas.

VOCABULARY
- Pupils to be able to apply and use tier 2 and tier 3 age appropriate vocabulary in all lessons.
- To be encouraged to speak in full sentences, using vocabulary appropriate to audience and purpose.
- Staff to be seen to explicitly teach vocabulary across the curriculum.

ORACY
- Pupils to be able to talk in a range of contexts, for example presentational, discursive and performance.
- Staff to plan talk activities into lessons to improve learning through talk, as well as learning to talk.
- Staff to model appropriate communication skills, ensuring their talk is appropriate to the audience and the purpose.

WRITING
- Staff to ensure they model the writing process, including planning.
- Staff to model the quality and expectations of written work.
- Staff to use the literacy marking policy across all areas to improve writing accuracy (see individual school marking and feedback policies).

SUPPORT, ACCOUNTABILITY AND COLLABORATION ACROSS THE TRUST

Collaboration is at the heart of the approach to improving literacy across the schools in the MAT. Much of the embedded collaboration occurs between primary colleagues and their peers, and the same at secondary level to ensure that work is age and phase appropriate. However, a variety of cross phase work is developing. Of late, the literacy network groups aim to bring staff together to discuss areas of development across the MAT, and to ensure staff are up-skilled. There has also been support outsourced from providers such as Success for All (SFA), whereby secondary and primary schools came together to train on the use of this programme to improve reading. Finally, subject and curriculum leaders are encouraged to come together on a termly basis in order to further establish good practice across schools.

The CEO and senior leaders in the Trust hold schools to account by reviewing summative and formative data, and by meeting with individual school leaders. More experienced senior leaders model best practice to their colleagues. External reviews support the CEO and school leaders in identifying areas for development.

Training and ongoing support is provided by the trust in a number of ways for Schools. For example:
- Joint observations – with heads and with subject leaders to ensure challenge and accountability
- Subject audits – support from EIP (Executive improvement partner)
- Subject leader training and support
- Head teacher performance analysis training
- Subject leader performance analysis training
- Pupil progress meetings – EIP supporting subject leaders
- External review
- Visits to schools outside the trust
- Moderation of reading and writing across schools in the trust and across the Local Authority

PHONICS POLICY

INTENT

The teaching of phonics is a key strategy that is used to help our children to read, write and spell. Our aim at WPT is for every child to become a successful, confident reader and writer by the end of KS1 and we believe that accessing high quality daily phonics plays a vital role in this.

TEACHING AND LEARNING

Each school follow there chosen phonics scheme: Read Write Inc, Letters and Sounds and Success for All.

- **Planning**: school follows the systematic approach laid out in their phonics scheme.
- **Lessons**: Phonics lessons take place daily across Foundation and Key Stage 1. They follow the structure laid out in their phonics scheme to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them to their reading and writing. Lessons ensure that children develop their skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme phoneme correspondence.
- **Classroom resources:** All phonics teachers have a range of resources in their classrooms to use in daily phonics sessions such as sound cards, flashcards, and sound mats.
- **Continuous Provision**: Many areas of continuous provision in EYFS will invite children to engage with phonetic challenges during play. The opportunities and resources within the continuous provision will match and be regularly updated to coincide with what is currently being taught in class. For example, this may include phonic sound pebbles in the small world tray, tricky words in the water tray or the invitation to write sounds with paintbrushes or chalk outside.
- **Intervention**: Children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention schemes and strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed. In preparations for the end of Year 1 phonics screening check, targeted intervention groups will be set up so all children taking the check have plenty of opportunities to practise additional and targeted phonics learning in a small group.

HOW WE INTEND TO REMOVE BARRIERS

At WPT we know that phonics provides the foundation skills for early reading and is a vital tool in shaping a reader. Class teachers use regular phonics assessments to group and target specific children with learning gaps to ensure speedy progression. All our phonics schemes give opportunities for skilled teachers to identify and target specific gaps in ability eg: a child that is struggling with blending.

HOW WE FOSTER PERSONAL ATTRIBUTES

Within all phonics sessions children are encouraged to communicate and talk to peers, listen carefully and speak clearly. This builds into children's oracy skills and helps to create a more confident, practiced communicator.

ASSESSMENT

Assessment is regarded as an integral part of teaching and learning and is a continuous process.

We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher/ KS leaders' responsibility to keep track of the progress made by all children in their class. Phonics assessments are to be carried out regularly and teachers will use their recorded assessments to inform their planning for future sessions. At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme phoneme correspondence and their skills in blending. Those children who do not succeed in passing the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.

RESPONSIBILITIES

THE PHONICS LEADER IS RESPONSIBLE FOR PHONICS THROUGH THE SCHOOL. THIS INCLUDES:

- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and a phonics scheme to show how aims are achieved and how the variety of all aspects of phonics is to be taught.
- Supporting teachers and teaching assistants with training and CPD where needed and making sure staff are kept up to date with phonics.
- Advising and supporting colleagues with the assessment of phonics throughout the school
- Assisting with the requisition and maintenance of resources required for the teaching of phonics.
- Monitoring the quality of teaching and learning in phonics across the school
- Liaising with phonics SLEs and meeting data deadlines

ADULTS DELIVERING PHONICS SESSIONS ARE RESPONSIBLE FOR:

- Planning and delivering stimulating and interactive daily phonics sessions
- Keeping track of children's progress by recording half termly assessments
- Using assessment as a tool to regularly inform and update phonics planning
- Developing and updating skills, knowledge and understanding of phonics
- Providing additional support or interventions for children who need extra help with phonics

EQUAL OPPORTUNITIES/INCLUSION

We provide a high-quality education for all children within a secure and safe environment. We aim to provide equal access for children with Special Educational Needs and Disabilities (SEND) and those pupils who are very able and require challenges and extension activities. These may be delivered through small group work, through the support of teaching assistants where available and through carefully planned and differentiated activities.

PARTNERSHIP WITH PARENTS & HOME LEARNING

At WPT, we believe that a strong partnership with parents is vital if a child is going to become a successful reader and writer. We regularly communicate with parents regarding phonics and we are committed to offering parents help and support with reading and phonics. We offer workshops to enable parents to gain a better understanding of phonics, how it is taught and how it can be used to support children at home. Phonics reading books will be sent home throughout EYFS and KS1 to give children the opportunity to read aloud to their parents and practice their sounds at home.

READING CURRICULUM OVERVIEW

Children should be assessed using age appropriate fiction and non-fiction, from a variety of origins and traditions covering, over time, a wide range of text types, forms and purposes.

STRAND	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Book Band	Orange turquoise purple or equivalent texts, dependent on English programme used	Gold, white, lime or equivalent texts, dependant on English Programme used.	Brown, Grey or equivalent text, dependant on English Programme used.	Dark Blue or equivalent text, dependant on English Programme used.	Dark Red or equivalent text	Red/Burgundy or equivalent text
Reading for a Range of Purposes **CHILDREN SHOULD BE ASSESSED USING AGE APPROPRIATE FICTION AND NON-FICTION, FROM A VARIETY OF ORIGINS AND TRADITIONS, COVERING OVER-TIME, A WIDE RANGE OF TEXT TYPES, FORMS AND PURPOSES**	Listen to and discuss a wide-range of poems, stories and non-fiction (at a level beyond that which can be read independently). Become very familiar with key stories, fairy stories and traditional tales, (retelling them and) considering their particular characteristics.	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 which can be read independently). Become increasingly familiar with (and retelling) a wider range of stories, fairy stories and traditional tales.	Listen and respond to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Is developing preferences after listening and discussing a range of fiction, poetry,plays, non-fiction and reference books or textbooks.	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase 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	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase 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
	Begin to be introduced to non-fiction books that are structured in different ways. Read and use captions. Read and follow simple instructions	Read non-fiction books that are structured in different ways	Read books that are structured in different ways and reading for a range of purposes	Chooses to read books that are structured in different ways and reading for a range of purposes	Read books that are structured in different ways and reading for a range of purposes	Read books that are structured in different ways and reading for a range of purposes
	Learn to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry [for example, free verse, narrative poetry]	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry [for example, free verse, narrative poetry]	Learn a wider range of poetry by heart. 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	Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tome and volume so that the meaning is clear to an audience
	Answer and ask questions about the books within this range.	Answer and ask questions about the books within this range.	Ask questions to improve their understanding of a text within this range.	Ask relevant questions to improve their understanding of texts within this range.	Ask questions to improve their understanding of texts within this range. Understand underlying themes, causes and points of view of texts within this range	Ask questions to improve their understanding of texts within this range. Understand underlying themes, causes and points of view of texts within this range
	Participate in discussion about what is read to them, taking turns and listening to what others say	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Recommend books they have read to their peers, giving reasons for their choices	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Recommend books they have read to their peers, giving reasons for their choices
Phonics Phase	Phase 5/6 SFA Roots 3 RWInc yellow/ Blue (Grey for GDS children) Phonics Screen pass Reading with fluency at this level and able to employ a range of strategies	Phase 6 Reading with fluency and accuracy without overt blending. Able to tackle levelled comprehension paper.	Reading with fluency. Shows secure level of comprehension on a levelled paper			
WORD READING PHONIC KNOWLEDGE	Apply phonic knowledge and skills as the route to decode words **TAF WTS Sound out many unfamiliar words accurately**	TAF (EXS) In age-appropriate books, the pupil can: • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words"	Notes unusual correspondence between spelling and sound when reading exception words.	Knows unusual correspondence between spelling and sound when reading so that this does not interrupt the fluency of reading.	Continue to blend phonemes as a prime approach to unfamiliar words	Continue to blend phonemes as a prime approach to unfamiliar words
KNOWLEDGE OF GPCS	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes **TAF WTS read accurately by blending the sounds within words that contain the common graphemes for all 40 phonemes**	TAF (EXS)Read most common exception words. Recognise less common digraphs and trigraphs, exploring word families	Read age appropriate words - appendix document Y3/4	Read age appropriate words - appendix document Y3/4	Read most age appropriate words - appendix document Y5/6	Read age appropriate words - appendix document Y5/6

STRAND	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
BLENDING	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Read accurately by blending the sounds that contain ALL graphemes, especially recognising alternative sounds for graphemes.	Read accurately by blending the sounds that contain ALL graphemes and apply this to unfamiliar roles.	Read accurately by blending the sounds that contain ALL graphemes and apply this to unfamiliar roles.	Read accurately by blending the sounds that contain ALL graphemes and apply this to unfamiliar roles.
COMMON EXCEPTION WORDS	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Be able to read by sight tricky words.	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Work out the meaning of unknown words from the context.	Apply knowledge of exception words.
BEGINNINGS/ENDINGS/	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	TAF (EXS) Read words containing common suffixes	Applies knowledge of root words, prefixes and suffixes to understand new words when reading aloud. Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Uses knowledge of root words, prefixes and suffixes to understand a wider range of new words when reading aloud and silently	Use knowledge of prefixes to explain the meaning of most words containing them. Read many words ending in cious, tious, cial, tial, ant, ance, ancy, ent, ence, ency, able, ible, ably, ibly	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
SYLLABLES	Read other words of more than one syllable that contain taught GPCs **TAF WTS Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences**	TAF (EXS)Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above
OMISSION	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s.) **TAF WTS read many common exception words**	Read words with a wider range of contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s.)	Read words with irregular omissions in age appropriate.	Read words with irregular omissions in age appropriate.	Understand how words can be formed from longer words e.g. o'clock.	
ACCURACY	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. **TAF WTS read aloud many words quickly and accurately without over sounding and blending.**	TAF (EXS) In a book that they can already read fluently, the pupil can: check it makes sense to them, correcting any inaccurate reading. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Can read accurately an age appropriate text without undue hesitation.	Can read accurately an age appropriate text without undue hesitation.	Begin to recognise keywords that supports the meaning of the text.	Read accurately words which are key to the meaning of a sentence, paragraph or whole text.
FLUENCY AND EXPRESSION	Re-read these books to build up their fluency and confidence in word reading.	Re-read these books to build up their fluency and confidence in word reading.	Can read fluently in an age appropriate way beginning to use intonation.	Develop use of intonation to aid fluency.	Read confidently and fluently from a range of books with intonation.	Read confidently and fluently from a range of books with intonation that shows understanding.
(CHILDREN SHOULD BE ASSESSED USING AGE APPROPRIATE FICTION AND NON-FICTION, FROM A VARIETY OF ORIGINS AND TRADITIONS, COVERING OVER-TIME, A WIDE RANGE OF TEXT TYPES, FORMS AND PURPOSES)						
CONTENT DOMAIN	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
LANGUAGE AND UNDERSTANDING 1D MAKE INFERENCES FROM THE TEXT 2D MAKE INFERENCES FROM THE TEXT/ EXPLAIN INFERENCES AND JUSTIFY THEM WITH EVIDENCE FROM THE TEXT	With support, make inferences on the basis of what is being said and done. **TAF WTS In a familiar book that is read to them, answer questions in discussion with the teacher and make simple inferences**	Reasonably make inferences on the basis of what is being said and done and begin to give justification. TAF (EXS) In a book that they can already read fluently, the pupil can answer questions and make some inferences TAF (GDS) The pupil can, in a book they are reading independently: make inferences	Draw inferences such as inferring characters' feelings and thoughts. Justify inferences with evidence (when reading age appropriate texts)	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and reasoned justifications (when reading age appropriate texts)	Make clear inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Provide reasoned justifications for their views.	Content domain 2D - Make clear inferences about feelings, thoughts and motivates from a text providing reasoned justifications and explanations with clear evidence from the text.
LANGUAGE AND UNDERSTANDING 1E PREDICT WHAT MIGHT HAPPEN ON THE BASIS OF WHAT HAS BEEN READ SO FAR	With support, predict what might happen on the basis of what has been read so far.	Reasonably predict what might happen on the basis of what has been read so far and begin to give justification. TAF(GDS) The pupil can, in a book they are reading independently: a plausible prediction about what might happen on the basis of what has been read so far	Make plausible predictions about what might happen on the basis of what has been read so far and give justification.	Predict what might happen from details stated and implied and give justification	Predict what might happen from details stated and implied with increasing complexity.	Content domain 2E - Predict what might happen from details stated and implied with increasing complexity, drawing on subtleties and deeper understanding.

STRAND	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LANGUAGE AND UNDERSTANDING 2F IDENTIFY/EXPLAIN HOW INFORMATION/ NARRATIVE CONTENT IS RELATED AND CONTRIBUTES TO MEANING AS A WHOLE	Shows some awareness of how structure and presentation contribute to meaning.	Begins to identify how structure and presentation contribute to meaning.	Compare the usefulness of techniques such as visualisation and empathy in exploring the meaning of whole texts. Joins in by discussing what they think different texts mean. Can identify how structure and presentation contribute to meaning, as well as beginning to consider how language contributes to meaning, too.	Compare the usefulness of techniques such as visualisation and empathy in exploring the meaning of whole texts. Can identify how language, structure, and presentation contribute to meaning. Begin to appraise a text by considering its value, usefulness and quality	Appraise a text quickly, deciding on its value/usefulness/quality to identify how language, structure and presentation contribute to meaning	Content domain 2F -Identify and explain how information, structure, narrative and content within a text is related and how this contributes to the meaning as a whole in order to appraise a text.
LANGUAGE AND UNDERSTANDING 1B identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.	Retell a known story. Talk about information red in a non fiction text. Discuss the significance of the title and events	Discuss the sequence of events in books and how items of information are related. Identify story features such as settings, characters and events	Identify key information, aspects and features of similar text types. Identify story features such as settings, characters and events and explain how they relate to the text as whole.	Identify story features such as settings, characters and events and explain how they relate to other texts read. Retrieve related information from a range of texts.	Retrieve text features and content and explain how they relate to information from a range of fiction and non-fiction read.	Content domain 2B - Retrieve and record information and key details from a range of fiction and non-fiction texts.
LANGUAGE AND UNDERSTANDING 1A) DRAW KNOWLEDGE OF VOCAB TO UNDERSTAND TEXTS 2A) GIVE / EXPLAIN MEANING OF WORDS IN CONTEXT	Discuss the meaning of unfamiliar words, based on what they already know and drawing on vocab provided.	Draws knowledge of vocab to understand texts.	Explains the meaning of words in context.	Explains the meaning of words in context and checks that the texts makes sense.	Explores the meaning of words in context in increasing detail and checks that the text makes sense.	Content domain 2A - Explores the meaning of words in context with increasing detail and complexity and checks that the text makes sense.
LANGUAGE AND UNDERSTANDING 1C) IDENTIFY AND EXPLAIN THE SEQUENCE OF EVENTS IN TEXTS 2C) SUMMARISE THE MAIN IDEAS FROM MORE THAN ONE PARAGRAPH	Can retell stories and consider their particular characteristics.	TAF (EXS) In a book that they can already read fluently, the pupil can: • explain what has happened so far in what they have read Identifies and explains the sequence of events in texts.	Identifies the main ideas to summarise at paragraph level.	Identifies the main ideas to summarise at both paragraph and whole text level.	Concisely summarises the main ideas from more than one paragraph.	Content domain 2C - Concisely summarises the main ideas from more than one paragraph and across the whole text..
LANGUAGE AND UNDERSTANDING 2G) IDENTIFY AND EXPLAIN HOW MEANING IS ENHANCED THROUGH CHOICE OF WORDS AND PHRASES	Shows some awareness, through discussion, of how language contributes to meaning.	Begins to identify, through discussion, how language contributes to meaning.	Identifies how language contributes to meaning.	Identifies and begins to explain how language contributes to meaning.	Recognises how authors use of language impacts on the reader with some explanation.	Content domain 2G - Identifies and explains how meaning is enhanced through choice of words and phrases.
LANGUAGE AND UNDERSTANDING 2H) MAKE COMPARISONS WITHIN AND ACROSS TEXTS	Shows some awareness, through discussion, of themes across familiar texts.	Begins to recognise themes across familiar texts. TAF (GDS)The pupil can, in a book they are reading independently: make links between the book they are reading and other books they have read	Recognises themes in a range of books and extracts.	Recognises themes in more challenging books and extracts.	Makes comparisons both within and across a range of texts.	Content domain 2H - Makes comparisons both within and across a range of more challenging texts they have read independently.

WRITING CURRICULUM OVERVIEW

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Composition and Effect		The pupil can write sentences that are sequenced to form a short narrative (real or fictional), after discussion with the teacher. **TAF 1 The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional)**	The pupil can write simple, coherent narratives about personal experiences and those of others (real or fictional), after discussion with the teacher. TAF 1 The pupil can, after discussion with the teacher: write simple, coherent narratives about personal experiences and those of others (real or fictional) TAF 2 The pupil can, after discussion with the teacher: write about real events, recording these simply and clearly The pupil can write effectively and coherently for different purposes, after discussion with the teacher. TAF 1 write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	The pupil can adopt the features, vocabulary and style from models they have seen. The pupil collects information from a range of sources. The pupil organises ideas using a planning template. TAF 1 The pupil, after discussion with the teacher, write for different purposes. TAF 2 The pupil can use the features of writing mainly appropriate to the selected task The pupil can, in narratives, describe settings and characters	The pupil understands and uses the structure, vocabulary and grammar of writing/texts similar to that which they are planning to write. The pupils discuss and record ideas independently. TAF 1 Features of text type or genre are appropriate for task e.g. layout, verb form and formality	The pupil can write for a range of purposes and audiences Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). TAF 1 write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) TAF 2 in narratives, describe settings, characters and atmosphere TAF3 integrate dialogue in narratives to convey character and advance the action
Sentence Structure	Simple	Independently written simple sentences.	Some variety of mainly grammatically accurate sentence types as appropriate for given task eg commands to instruct reader; statements to give information.	Composes and rehearses sentences orally (including dialogue) Expands ideas using effective vocabulary. Uses a range of sentence structures	Vocabulary and sentence structure are appropriate to the task and selected for effect.	Sentence structures are varied throughout text and some simple sentences are used for effect	Sentence forms are used securely and appropriately throughout and across texts and text types including the difference between structures typical of informal speech and those which are appropriate for formal speech and writing. TAF 4 select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using modal verbs to suggest degrees of possibility)
	Compound and complex	Beginning to use compound sentences.	Writing includes both compound and complex sentences which may indicate cause or time.	Using sentences with more than one clause, which are mostly grammatically accurate., e.g. correct subject / verb agreement; security of tense and person; correct use of subordination.	Extend variation in sentence structure through a range of openings, e.g. fronted adverbials (some time later, as we ran, once we had arrived...), subject reference (they, the boys, our gang...), speech.	Includes complex sentences using relative clauses	
	Subjunctive and passive					Some use of passive verbs to affect how information is presented but may not always be accurate	Passive voice is used to affect the presentation of information in a sentence (eg I broke the window in the greenhouse versus The window in the greenhouse was broken.) TAF 4 select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using passive verbs to affect how information is presented) Use of subjunctive forms such as If I were to reflect the formality, purpose and tone in writing and speech.
Conjunction and Subordination	JOINING CLAUSES/ LINKING	Word and clauses are joined using and	Clauses mostly linked with simple co-ordinators and, but, so, or TAF 5 The pupil can, after discussion with the teacher: use co-ordination (e.g. or / and / but) to join clauses	Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if	A wider range of conjunctions used throughout and across texts to join sentences with more than one clause.	Relative clauses introduced by the use of an implied (omitted) pronoun eg (The woods, both dark and dangerous, versus The woods, which were both dark and dangerous)	Use of a wider range of clauses (independent, relative and subordinate) for effect - selecting appropriate conjunctions with use of several subordinate clauses to aid economy of expression (Because of their courageous efforts, all of the passengers were saved, which was nothing short of a miracle... 'Whilst under my roof, you will obey my rules, which are clearly displayed'). TAF 4 select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately
	ADVERBIALS		Some use of subordination to indicate cause or time (when, if, because, that) TAF 5 The pupil can, after discussion with the teacher: some subordination (e.g. when / if / that / because) to join clauses	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]	Use of fronted adverbials and pronoun referencing to link within and between paragraphs	Appropriate use of a range of adverbials to link sentences or clauses eg (on the other hand, in contrast, as a consequence)	TAF5 Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
	DEVELOPING COHESION			Expressing time, place and cause using prepositions [for example, before, after, during, in, because of].		Using a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause	Subordinating and coordinating conjunctions are used for emphasis or to nominalise for succinctness (Because of that, he failed.).
	RELATIVE PRONOUNS			Use relative pronouns who and which	Use relative pronouns who which and that	Use of who, which, where, when, whose to introduce a relative clause	

KEY: Writing statements | **TAF WTS Statements 2018 KS1/2** | TAF Statements 2018 KS1/2 | Prior Learning or Year Group Non-Negotiables | Statement from Teacher Assessment Framework 2018 EXS | Statement from Teacher Assessment Framework 2018 GDS

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Punctuation	**Capitals**	Capital letters used for names of people, places, days of week and personal pronoun I.	Capital letters used to mark proper nouns and ALWAYS for personal pronoun I. TAF 3 The pupil can, after discussion with the teacher: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Sentences mostly punctuated accurately including capital letters, full stops, question marks. Capital letters and full stops consistently used accurately	Sentences punctuated accurately including capital letters, full stops, question marks and exclamation marks.	Sentences punctuated accurately including use of inverted commas/ speech marks and apostrophes to show possession and contracted forms. Use of full stops, capital letters, exclamation marks and question marks used mostly occasionally with minor lapses.	Sentences punctuated accurately including use of inverted commas/speech marks and apostrophes (for singular and plural possession). TAF 7 use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
	Full stops	Sentences sometimes demarcated with capital letters AND full stops. **TAF 2 demarcate some sentences with capital letters and full stops**	TAF 3 The pupil can, after discussion with the teacher: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required				
	Question marks	Sentence boundaries sometimes demarcated with a question mark	TAF 3 The pupil can, after discussion with the teacher: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required				
	Exclamation marks	Sentence boundaries sometimes demarcated with an exclamation mark	Appropriate use of exclamation marks.	Meaning clarified through the use of exclamation marks eg Jack took off his heavy coat because it was so warm!			
	Commas		Commas used to separate items in a list.	Boundaries correctly identified and demarcated between separate sentences. (Be wary of comma splicing!) Often uses commas correctly after fronted adverbials.	Consistently uses commas correctly after fronted adverbials.	Some commas used to clarify meaning and mark phrases and clauses Commas used mostly to mark fronted adverbials and items in a list	Commas used within sentences to clarify meaning or avoid ambiguity. TAF 7 use the range of punctuation taught at key stage 2 mostly correctly
	Inverted commas			Inverted commas/speech marks used to punctuate direct speech.	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Inverted commas used mostly correctly to demarcate direct speech	TAF 7 use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
	Apostrophes for possession			Apostrophes used to denote singular possession.	Apostrophes used to denote both singular and plural possession	Apostrophes for singular and plural possession used mostly correctly.	
	Apostrophes for contraction		Apostrophes to mark contracted forms. Apostrophes sometimes used to denote singular possession.		Apostrophe for contraction e.g. could not/ couldn't	**TAF 5 use apostrophes for contraction mostly correctly**	TAF 7 use the range of punctuation taught at key stage 2 mostly correctly
	Wider range of punctuation					To begin to use semi-colons to demarcate two independent clauses Colons used to introduce a list" Some use of brackets, commas and dashes to indicate parenthesis	Wider range of punctuation may be used to mark boundaries between independent clauses (eg semi colons, colons, dashes) A range of brackets, dashes or commas used to indicate parenthesis - selected to best suit the formality, tone and purpose of writing. TAF 7 use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) Use of hyphens to avoid ambiguity
Tense and Verb Forms	**Tenses**		AF 4 The pupil can, after discussion with the teacher: use present and past tense mostly correctly and consistently	Tense choice generally consistent, mainly grammatically accurate and appropriate to task including use of present perfect where appropriate.e.g I have eaten/I had eaten	Tense choice appropriate and consistent with verb forms varied and grammatically accurate in terms of Standard English.	Use Standard English forms for verb inflections	TAF6 use verb tenses consistently and correctly throughout their writing
	Verb Forms		Standard English is demonstrated in subject-verb agreement of the verb to be (eg we were as opposed to we was)		Use Standard English forms for verb inflections instead of local spoken forms, such as, she is and they are	Verb forms used accurately and appropriate tense choice maintained including use of modal verbs to create cohesion	Verb forms are controlled and selected to convey precision of meaning (It would be helpful if you could let me know, as this will enable me to take further action). A range of verb forms develops meaning, and appropriate tense choice is maintained including use of modals (should, might, could, will, must) (it will probably leave of its own accord...We could catch a later train, but will we arrive on time?). TAF 6 use verb tenses consistently and correctly throughout their writing Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Tense and Verb Forms	Word Order						Emphasis may be created through word order and accurate use of verb phrases, including the passive voice where appropriate (the centre has been visited often). TAF 6 use verb tenses consistently and correctly throughout their writing
Word Classes	Nouns	Identification of proper nouns	Introduction of additional detail through the use of expanded noun phrases including simple noun phrases (eg the small cottage/the small cottage with the red door)	Expanded noun phrases add relevant and meaningful detail.	Chooses a variety of different expanded noun phrases for clarity		Expanded noun phrases convey complicated information concisely eg use of nominalisation (eg The unfair distribution of food caused the famine versus The food was unfairly distributed which caused the famine.) and verbification (eg I emailed her versus I sent her an email.)
	Adjectives		Introduction of additional detail through the use of expanded noun phrases including adjectives and comparatives	Some evidence of adjectives being used for precision, clarity and impact (beginning to understand that adjectives can be compared on a scale of intensity)	Noun phrases expanded by the addition of modifying adjectives. Adjectives used for precision, clarity and impact eg difference between hot, warm , tepid, lukewarm etc (shades of meaning)	Expanded noun phrases effectively to add detail, qualification and precision	Describe characters, setting and atmosphere in convincing detail selecting vocabulary accordingly.
	Adverbs		Introduction of additional detail through the use of expanded noun phrases including adverbs	Use some fronted adverbials	Adverbial connectives such as however fronted adverbials	Adverbs and adverbials to add detail, qualification and precision	TAF 5 use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
	Prepositions			Use some prepositions	Sometimes deletes words in sentences to see which are essential to retain meaning and which are not. (eg avoiding overly long expanded, noun phrases)		Uses prepositions effectively to effectively add detail, qualification and precision
Organisation of Text and Use of Paragraphs	Sequence	Sentences within simple texts are sequenced.	Ideas and events sequenced logically.	Ideas and events are sequenced using adverbs of time or manner or place.	Organisation through sequencing or logical transition, e.g. simple chronological stages; ideas grouped by related points; subheadings.	Cohesion created through organisation of paragraphs in to subjects or linked ideas	Sequencing and structured organisation of paragraphs and / or sections contributes to overall effectiveness of text. TAF 1 write effectively for a range of purposes and audiences
	Opening and Endings	A simple opening and/ or ending (Once upon a time...Yesterday we made cakes...Dear Santa...At the end we went home...)	A brief introduction (opening) and ending usually signalled.	A simple opening and ending (Once upon a time...Yesterday we made cakes...Dear Santa...At the end we went home...)	An appropriate opening and closing, which may be linked.		
	Cohesion	Some ideas/events linked by connecting vocabulary, e.g. through repetition of a connective, subject or pronoun relating to the main idea (I made a tree shape. Then I cut it out. Then I stuck a star on then I put the glitter on; my dragon is purple and it has green spots and it has sharp claws and it has a long tail and it breathes fire).	Related sentences linked by pronouns or simple time connectives (Then they climbed...She picked the flower...Next you stir it...)	Simple adverbials / pronouns may link sentences, sections or paragraphs (when we got there, after that). Some linking of ideas / events – flow may be disjointed or abrupt	Fronted adverbials contribute to linking of text. Chooses nouns and pronouns consistently for clarity and cohesion. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis TAF 5 use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
	Paragraphs		Some attempt to organise and group related ideas together.	Groups related information to form paragraphs	Uses paragraphs to develop and organise ideas around a theme	Information / events developed in depth within some paragraphs and / or sections.	Some shaping of paragraphs may be evident to highlight or prioritise information, provide chronological links, build tension or interject comment or reflection.
	Layout Devices			Chooses and uses simple organisational devices, such as headings and sub-headings, in non-narrative writing	Confidently uses organisational devices in non-narrative writing	Some organisational features may be used to support structure such as bullet points, sub-headings and headings.	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] are used effectively. **TAF 4 in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)**

SPELLING & HANDWRITING CURRICULUM OVERVIEW

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spelling and Handwriting Curriculum Tracker		The pupil can write sentences that are sequenced to form a short narrative (real or fictional), after discussion with the teacher.	The pupil can write simple, coherent narratives about personal experiences and those of others (real or fictional), after discussion with the teacher. The pupil can write effectively and coherently for different purposes, after discussion with the teacher.	The pupil can, after discussion with the teacher write for a range of purposes.	The pupil can write for a range of purposes independently	The pupil can write for a range of purposes and audiences.	The pupil can write for a range of purposes and audiences
Spelling	**Phonmene**	Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly. **ITAF 3 segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others**	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. ITAF 6 The pupil can, after discussion with the teacher: segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	The y sound in words like myth, gym. The ou sound as in young, touch, double, trouble			
	Taught rules	Apply taught Y1 spelling rules to spell many words correctly.	Apply taught Y2 spelling rules to spell many words correctly.	Apply taught Y3/4 spelling rules to spell some of these words correctly.	Apply taught Y3/4 spelling rules to spell most of these words correctly.	Apply taught Y5/6 spelling rules to spell some of these words correctly on most occasions.	Apply taught Y5/6 spelling rules to spell most words correctly.
	Common Exception Words	Spelling many Y1 common exception words correctly. **ITAF 4 spell some common exception words*** Spell the days of the week correctly (ensuring capitalisation.	Spelling many Y2 common exception words correctly. ITAF 7 spell many common exception words*	Spelling most common Y2 exception words correctly. Spelling some Y3/4 common exception words correctly	Spelling most Y3/4 common exception words correctly. Spelling some y5/6 common exception words correctly.	Spelling some Y5/6 common exception words correctly.	Spelling most Y5/6 common exception words correctly.
	Homophones		Spell some common homophones correctly. Distinguish between some homophones and near homophones	Homophones e.g. weigh/way, reign/rain	Further homophones e.g. who's/whose he'll heal/heel	Identify the correct homophone required based on the context the sentence	Continue to distinguish between homophones and other words which are often confused.
	Contracted Forms		Spell some words with contracted forms correctly				
	Possessive Apostrophe		Spell some words using the possessive apostrophe correctly	Place the possessive apostrophe accurately in many words with regular and irregular plurals.	Continue to place the possessive apostrophe accurately in most words with regular and irregular plurals.	Continue to place the possessive apostrophe accurately in most words and show increasing awareness of plurals and possession	Continue to place the possessive apostrophe accurately in most words with regular and irregular plurals
	Silent Letters					Spell some words with silent letters	Spell some words with silent letters
	Dictionary and Thesaurus			Begin to use the first 2 or 3 letters in a word to check its spelling in a dictionary	Use the first 2 or 3 letters in a word to check its spelling in a dictionary	Begin to use the first 3 or 4 letters in a word to check its spelling in a dictionary. Begin to use dictionaries to check the spelling and meaning of words Begin to use a thesaurus and use improved words in most contexts correctly	Use the first 3 or 4 letters in a word to check its spelling in a dictionary. Use dictionaries to check the spelling and meaning of words. Use a thesaurus
	Alphabet	Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same phoneme.					
	Suffixes	Adding Y1 suffixes to spell some words correctly in their writing	Adding taught suffixes (Y2) to spell some words correctly in their writing eg ment, ness, ful, less, ly	Use suffixes beginning with vowels, including words where the spelling changes e.g. get/getting, forgotten, beginner, preferred hop/hopping	Pupils can recognise and spell the suffix 'ation' as in information, adoration, sensation, frustration. The suffix 'ly' as in happily, angrily. The suffix 'ous' as in poisonous, dangerous, famous. The suffix 'tion' sion, ssion,cian as in invention, expression, expansion, musician, sure or ture as in measure, treasure, pleasure, creature picture. sion as in division, confusion, decision, television. Endings gue or que such as league, tongue, antique and unique	Adding taught prefixes and suffixes (Y5/6) to words and spelling many of them correctly	Adding taught prefixes and suffixes (Y5/6) to words and spelling most of them correctly
Handwriting	Letter Size and Formation	Lower case letters are formed correctly. Capital letters and digits are formed correctly. **TAF 5 form lower-case letters in the correct direction, starting and finishing in the right place . TAF 6 form lower-case letters of the correct size relative to one another in some of their writing. TAF 7 use spacing between words.**	Lower case letters are of the correct size relative to one another Capital letters and digits are of the correct size relative to one another and to lower case letters. TAF 8 form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Words are correctly spaced. TAF 9 use spacing between words that reflects the size of the letters.	Letters are consistent in size and proportion with both letters and words evenly spaced			
	Joining		TAF Use the diagonals and horizontal strokes needed to join some letters	Letters are joined using diagonal and horizontal strokes only where appropriate. Writing is showing increasing legibility and fluency.		Letters are joined using diagonal and horizontal strokes only where appropriate. Writing is legible and fluent. ITAF maintain legibility in joined handwriting when writing at speed.	

WTS spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* • write legibly. Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

MATHS POLICY

INTENT

We aim to send every young person into the world able and qualified to play their full part in it. This means that we want students to develop the skills, knowledge and attributes to thrive and flourish in their school years and beyond.

Our intent is that every pupil leaves our school confident and competent to deal with any mathematical problem they may face in their lives and future careers. This is achieved through promoting pupils to; be resilient in their approach, take risks to deepen their knowledge, forge valuable working relationships and take responsibility for and enjoy their learning. We aim to push pupils to be the best mathematicians by building up their skills base and maximising their attainment and understanding in mathematics at whichever stage that may be.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Maths through the progression of skills and knowledge, both of which are planned in a sequential document. Teachers also ensure that lessons are built upon the skills and knowledge of the children, allowing for lessons to be adapted to the needs of the learners.

HOW WE INTEND TO REMOVE BARRIERS

In Maths we remove barriers to learning and support students' ability to access the curriculum through the use of informal and formal assessment. Every lesson is a tool to inform the teacher of progress made, support required and intervention needed for the next lesson.

Barriers may include gaps in subject knowledge, absence from school or misconception and misunderstanding. Teachers remove these barriers by regularly marking work, ensuring each child has chance to 'feedback' to their teacher – orally, written, traffic light assessment.

Teachers may plan for small intervention groups, lasting no more than 20 minutes to work on specific objectives. Teachers also use warm up activities or home learning to support gaps in learning. Lessons are differentiated, where and when necessary, to remove barriers and enable children to access the learning they need. Lessons could be differentiated by support, activity, method and task completion.

LITERACY

Ensuring children access reading and writing opportunities within a maths lesson is a non-negotiable. Children access word problems, mathematical stories and investigations, all of which require children to give their answer or reasoning, orally or written.

As part of our termly assessments, children complete an arithmetic paper and a reasoning paper. The reasoning paper may be read to any child, although we encourage children to underline key terminology and identify what they need to do to complete the problem. Marks are awarded for the answer and the working out. This is reinforced throughout our teaching and children understand the need to explain their method and reasoning.

Children at all levels and stages of learning are exposed to oral and written reasoning and problem solving, alongside regular fluency.

ORACY

In order to develop their oracy within a subject specific context, pupils are given opportunities to talk about their learning. Staff challenge use of mathematical vocabulary and will direct pupils towards the correct terminology, when appropriate. Staff also ensure children are exposed to language used within formal tests and encourage use of new terminology in their own learning. Staff model mathematical language throughout the school day and give children sentence stems and opportunities to use mathematical language across all lessons.

VOCABULARY

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key mathematical vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each and every lesson. Engaging starter activities help students to recall the key concepts of prior learning, as well as giving children a chance to practice key mathematical skills that children need in everyday life. Children are encouraged to recognise the purpose and use of each mathematical skill within real life and how they can use these skills outside of the classroom.

The skills for learning process within the Maths curriculum both reinforces the key Mathematical skills content and helps our students to know, remember and be able to do more at each stage of the curriculum.

Teacher assessment and formal assessment informs planning and progression within the curriculum. In Y2 and Y6, children complete previous KS1/ KS2 SATS papers at the end of each term to monitor progress and identify gaps in learning. Children in Y1, 3,4, and 5 complete PIRA and PUMA assessments, termly, to inform overall teacher assessment.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Maths, our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way. Mathematics encourages perseverance, resilience as well as promoting efficiency and speed. Children are directed to work independently and in teams and often given the choice on how they choose to work. Children use squared books to promote well presented, methodical working out.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

Mathematics is embedded as part of everyday practise throughout our schools. Children are encouraged to use maths in all 'real life' opportunities. Examples of how we use embed maths to enhance student experiences would be;

- Enterprise events/ School Fayres – budgeting, buying, selling
- PE Lessons – measuring distance, timing sports events.
- Telling the time – Children use analogue and digital clocks around school, use of daily/ weekly timetables.

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NUMBERS AND PLACE VALUE	**Reading and writing numbers**	Read and write numbers from 1 to 20 in numerals and words	Read and write numbers to at least 100 in numerals and in words	Read and write numbers up to 1000 in numerals and in words	Read and write numbers up to 10,000 in numerals and words	Read, write, order and compare numbers to at least 1000 000 and determine the value of each digit	Can demonstrate an understanding of place value, including large numbers and decimals Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
	Place Value		Recognise the place value of each digit in a two-digit number (tens, ones) Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus.	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)		
	Counting	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Count from 0 in multiples of 4, 8, 50 and 100;	Count backwards through zero to include negative numbers Count in multiples of 6, 7, 9, 25 and 1000	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	Use negative numbers in context, and calculate intervals across zero
	More and less	Given a number, identify one more and one less		Finding 10 or 100 more or less than a given number	Find 1000 more or less than a given number		
	Identify and represent	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Identify, represent and estimate numbers using different representations, including the number line	Identify, represent and estimate numbers using different representations	Identify, represent and estimate numbers using different representations		
	Comparing, ordering and rounding	Use the language of: equal to, more than, less than (fewer), most and least	Compare and order numbers from 0 up to 100; use <, > and = signs	Compare and order numbers up to 1,000	Order and compare numbers beyond 1,000. Round any number to the nearest 10, 100 or 1,000	Read, write, order and compare numbers to at least 1,000,000. Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000	Read, write, order and compare numbers up to 10,000,000. Round any whole number to a required degree of accuracy
	NPV Solving Problems	Use place value and number facts to solve simple problems (1-20)	Use place value and number facts to solve problems	Solve number problems and practical problems involving these ideas.	Solve number and practical problems that involve all of the above and with increasingly large positive numbers	Solve number problems and practical problems that involve all of the above	Solve number problems and practical problems that involve all of the above.
	Numerals				Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	
ADDITION AND SUBTRACTION SKILLS	**Addition and subtraction mental skills**	Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero read, write and interpret mathematical statements involving addition (+) and subtraction (-) and equals (=) signs	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objectives, pictorial representations and mentally including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	**Add and subtract numbers mentally where re-grouping is concerned,** including: -a three-digit number and ones -a three-digit number and tens -a three-digit number and hundreds Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot"		Add and subtract numbers mentally with increasingly large numbers	Perform mental calculations, including with mixed operations and large numbers
	Addition and subtraction written skills	Read, write and interpret mathematical statements involving addition (+) and subtraction (-) and equals (=) signs		Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	Add and subtract any whole numbers including those with different amounts of digits. Add and subtract decimals including those with different amounts of digits
ADDITION AND SUBTRACTION USING AND APPLYING	**Estimating / checking / Inverse**		Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems	Estimate the answer to a calculation and use inverse operations to check answers	Estimate and use inverse operations to check answers to a calculation	Use rounding to check answers to calculations and determine, in the context of the problem, levels of accuracy	Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ADDITION AND SUBTRACTION USING AND APPLYING	**Addition and subtraction Solving Problems**	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =□ - 9	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
MULTIPLICATION AND DIVISION	**Multiplication and division mental skills**	Count in multiples of 2s, 5s and 10s	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Count in multiples of 4, 8, 50 and 100 Write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.	Recall multiplication and division facts for multiplication tables up to 12 × 12 Count in multiples of 6, 7, 9, 25 and 1,000 Recognise and use factor pairs and commutativity in mental calculations 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	Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000	"Perform mental calculations, including with mixed operations and large numbers. "
	Multiplication and division calculation	Understand that multiplication is same as repeated addition	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
	Properties of numbers, multiples, factors, primes, square and cube numbers.				Recognise and use factor pairs and commutativity in mental calculations	Identify multiples and factors, including finding all factor pairs of a number , and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Recognise and use square numbers and cube numbers and the notation for squared (^{2}) and cubed (^3). Recognise and use square numbers and cube numbers, and the notation for squared and cubed	Identify common factors, common multiples and prime numbers
MULTIPLICATION AND DIVISION PROBLEM SOLVING		Practically share and group. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Solve simple one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. **Recall and use multiplication and division facts for 2,5 and 10 to solve problems, demonstrating an understanding of commutativity as necessary. Solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')**	Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects	Solve problems involving multiplying and adding, including using the distributive law to multiply two -digit numbers by one -digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	Use their knowledge of the order of operations to carry out calculations involving the four operations. Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve problems involving addition, subtraction, multiplication and division.

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
FRACTIONS, DECIMALS AND PROPORTION	**Recognise, find, write, use**	Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object shape or quantity.	**Can identify 1/3,1/4, 1/2, 2/4,3/4 and know that all parts must be equal parts of the whole** Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity Write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise and show, using diagrams, equivalent fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.	Recognise and show , using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number. Identify , name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. 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 hundred, and as a decimal.	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
	Add / Subtract	Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object shape or quantity.	Add and subtract simple fractions with the same denominator.	Add and subtract fractions with the same denominator within one whole (e.g.5/7 + 1/7 =6/7) Compare and order unit fractions, and fractions with the same denominators.	Add and subtract fractions with the same denominator.	Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Compare and order fractions whose denominators are all multiples of the same number.	**Calculate using fractions, decimals and percentages** Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Compare and order fractions, including fractions >1.
	Comparing fractions and decimals			Compare and order unit fractions, and fractions with the same denominators.	Compare numbers with the same number of decimal places up to two decimal places.	Compare and order fractions whose denominators are all multiples of the same number. Compare numbers with up to three decimal places.	**Recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities.** Compare and order fractions, including fractions >1
	Multiply and Divide Fractions					Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	**Calculate using fractions, decimals and percentages.** Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers. 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. Associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)
	Recognise, find, compare and round decimals	Recognise coins and use the language of money	Recognise and use symbols for pounds and pence. Combine amounts to make an amount. **Use different coins to make the same amount.**	Write money in £ and pence. Multiply a whole number by 10 or 100	Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to 1/4; 1/2; 3/4 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.	Read and write decimal numbers as fractions Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Read, write, order with up to three decimal places.	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. 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.
	Rounding decimals				Round decimals with one decimal place to the nearest whole number	Round decimals with two decimal places to the nearest whole number and to one decimal place	
	Problem Solving fractions and decimals	Role play paying money	Solve simple problems involving money	Solve problems which involve all of the above	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Solve simple measure and money problems involving fractions and decimals to two decimal places	Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25	Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of percentages(e.g. of measures) such as 15% of 360 and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using known knowledge of fractions and multiples"

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Measure and calculate	Measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels **Use scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on a scale given**	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes	Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m. Estimate, compare and calculate different measures.	Estimate the area of irregular shapes Estimate volume(e.g,. using 1cm^3 blocks to build cuboids (including cubes) and capacity (e.g. using water). Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles(including squares) and including using standard units, square centimetres (cm^2) and square metres (m^2)	**Can calculate with measures** Calculate the area of parallelograms and triangles Calculate, estimate and compare volumes of cubes and cuboids using standard units, including cubic centimetres cm ^{3}) and cubic metres (m^3) and extending to other units such as mm^{3}and km^3 **Can substitute values into a formula to solve problems (e.g perimeter of rectangle or area of triangle)**
	Compare and convert	Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/ shorter, tall/short, double/half) mass/weight (e.g. heavy/light, heavier than, lighter than) capacity and volume (full/empty, more than, less than, half,half full, quarter) time (quicker, slower, earlier, later)	Compare and order lengths, mass, volume/capacity and record the results using >, < and =	Know how many cm in a m, m in a km, mins in an hour etc (measurement equivalence)	Convert between different units of measure (e.g. kilometre to metre; hour to minute) Find the area of rectilinear shapes by counting squares	Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints **Use knowledge of arrays to find area**	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places Convert between miles and kilometres
	Problem Solving measures					Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formula for area and volume of shapes
	Money	Recognise and know the value of different denominations of coins and notes	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	Add and subtract amounts of money to give change, using both £ and p in practical contexts	Estimate, compare and calculate different measures, including money in pounds and pence	Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling	Use all 4 operations to solve multi-step problems involving money
	Time	Sequence events in chronological order using language (before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) Recognise and use language relating to dates ,including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Compare and sequence intervals of time **Can read the time on the clock to the nearest 15 minutes** Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events, for example to calculate the time taken by particular events or tasks	Read, write and convert time between analogue and digital 12 and 24-hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	Solve problems involving converting between units of time	Read and interpret timetables Solve problems about time intervals
GEOMETRY	**Shapes**	Recognise and name common 2D and 3D shapes, including: 2D shapes (e.g. rectangles (including squares), circles and triangles) 3D shapes (e.g. cuboids (including cubes), pyramids and spheres)	**Identify and describe the properties of 2D shapes,** including the number of sides and line symmetry in a vertical line. **Identify and describe the properties of 3D shapes,** including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3D shapes, for example a circle on a cylinder and a triangle on a pyramid. Compare and sort common 2D and 3D shapes and everyday objects.	Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Identify 3D shapes, including cubes and other cuboids, from 2D representations Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angle	Draw 2D shapes using given dimensions and angles. Recognise, describe and build simple 3D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GEOMETRY	**Angles and lines**	Recognise reflective symmetry.	Complete reflective patterns.	Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal, vertical lines and pairs of perpendicular and parallel lines.	Identify acute and obtuse angles and compare and order angles up to two right angles by size Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry	Draw given angles, and measure them in degrees (^{o}). Know that angles are measures in degrees identify -angles at a point and one whole turn (total 360°) -angles at a point on a straight line and ½ a turn (total 180°) -other multiples of 90°	**Can use mathematical reasoning to find missing angles** Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
	Position	Describe position, direction and movement, including whole,half, quarter and three-quarter turns.	Order and arrange combinations of mathematical objects in patterns and sequences. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise),	Describe position in a space on a grid using co-ordinates in letters or numbers. Describe a movement from a to b.	Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon.	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
STATISTICS	**Statistics**	Construct and interpret simple pictograms.	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and compare categorical data.	Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions such as 'How many more?' And 'How many fewer?' Using information presented in scaled bar charts and pictograms and tables.	Interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.	Interpret pie charts and line graphs and use these to solve problems. Construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.

SCIENCE POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Science curriculum is designed to sequence learning and embed the key skills that are required to develop curious students into competent designers, engineers, architects and chefs.

We believe that our Science curriculum prepares children for the rapidly changing world that we live in, empowering the children in all areas of the subject so that they may aspire to a science based career choice Our Science curriculum encourages pupils to look at the world around them, and begin to find answers to questions. Through practical enquiry and class work, we look to provide all pupils with a solid understanding of basic scientific principles, which will enthuse them to want to study Science further.

We cover all 3 aspects of Science; Biology, Chemistry and Physics.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Science through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of inquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

HOW WE INTEND TO REMOVE BARRIERS

In Science, we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition.

Misconceptions do not go unchallenged and the supportive environment within each lesson ensures that students develop their own literacy and vocabulary.

LITERACY
Students are given many opportunities to read widely and often with students directed to texts related to Science and scientists, as well as researching independently. Pupils take part in learning opportunities with a range of contexts for reading and writing. These will develop from being supported to independent.

NUMERACY
Throughout each year of the curriculum data handling skills are sequenced to become more complex over time. This ensures students build on the fundamental aspects of each one and develop their confidence and understanding.

ORACY
In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff challenge use of scientific language and will direct pupils towards the correct terminology when appropriate.

VOCABULARY
Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key Science vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each lesson. Engaging starter activities help students to recall the key concepts of prior learning. Our aspiring scientists are presented with a variety of experiences and learning opportunities. They are challenged to think critically and form opinions.

The skills for learning process within the Science curriculum both reinforces the key design skills content and helps our students to know, remember and be able to do more at each stage of the curriculum.

Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Science our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way.

Science is an inspiring, rigorous and practical subject. Pupils learn how to take risks, becoming resourceful, innovative and capable citizens. Through the evaluation of past and present scientific ideas, they develop a critical understanding of its impact on daily life and the wider world.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

Science is a curriculum that is rooted in the wider world of work. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. As a trust, we have developed links with the Advanced Manufacturing Park in order to enable pupils to see a real world context for the subject. Primary schools are developing links with the subject specialist departments in the secondary schools in order to enhance opportunities and inspire pupils to see how the study of Science can lead to future roles in society. Science is planned as part of cross curricular topics to support links in learning.

SUBJECT INTENT: It is vital that curriculum knowledge and skills are not learnt in isolation. We teach science through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of enquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality. Exemplification of these skills can be found in the appendix document.

		TOPICS	EARTH AND SPACE		
SCIENCE UNIT			Habitats and Environment	Planets and the Solar System	Forces
EYFS	EYFS Knowledge	**WHERE DO I LIVE?** This topic covers what we know about where we live and helps us to find out that there are different places in our world. **SUGGESTED TEXTS** Sally and the Limpet, Sharing a Shell, This is Our Home, Bringing Down the Moon, How to catch a star, Shine Moon Shine **SUGGESTED VISITS** The Deep, Seaside	Where do I live? What do I like about my home? What is different between my home and school? What is different between my home and the seaside? What creatures live in Rock pools? Could they survive here? I can tell you where I live. I can talk about my house. I know that the seaside is a journey away to the coast I know that sea creatures could not live in my garden because they need special salt water etc	Where do I live? What can I see in the sky from where I live? What is the sun made out of? Is it safe to look at the sun? Is it safe to look at the moon? What is our planet called? I know that my home town is .... I can name the sun and the moon I know that I must never look directly at the sun I can name our planet Earth	Links with Physical World
EYFS	Skills		ELG The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	ELG Comprehension Use new vocabulary ELG Listening - Listen carefully and respond appropriately when being read to and during whole class and small group discussions. Make comments about what they have heard and ask questions to clarify their understanding	
EYFS	Practicals, Experiments and writing links		Ask children to bring in photographs of any places they have visited such as the seaside - talk about what the place looked like and how it differs to home Observe sea creatures such as a crab - what does it need to stay alive? What is special about the sea? Can we drink sea water?	Read Bringing Down the Moon - could we build a ladder to the moon? How do people travel to the moon? Build models of rockets Read Shine Moon Shine - do people live on the moon? Do animals live on the moon? Watch video clips of the moon landings and talk about the special suits astronauts need to survive in space	Sing Head, Shoulders, Knees and Toes and other body part songs (My Bodyworks: Songs about Your Bones, Muscles, Heart and More! By Jane Schoenberg and Steven Schoenberg) In outdoor learning and PE feel the effect of exercise by putting hands on chest etc
YEAR 1	Year 1 Knowledge	**WHERE DO I LIVE?** This topic is all about where we live. It looks at the basic needs to survive and compares the Earth, Sun and moon. It considers how where we live affects us **SUGGESTED TEXTS** Whatever Next, How to catch a star, man in the Moon, The way back home, Beegu, Space tortoise	Do plants need sunlight to grow? Can animals and plants live on the moon? I know that plants need sunlight to grow I can observe changes across the four seasons. I know that animals and plants do not live on the Moon because there is no air and water. Links to prior learning / other areas / incidental learning basic needs of a plant for growth.	What shape is the Sun, Moon and Earth? What is the Earth made of? Why do we need to wear sunglasses when it is sunny? What happens to the sun when it is cloudy? Which is the biggest, the Sun, Moon or Earth? I understand the Sun, Moon and Earth are spherical. I know the Earth has land water and air and the moon does not have air or water. I know that the Earth and moon is made of rock I know light from the Sun can be dangerous and eyes need to be protected. I know that the Sun is a source of light even when it is behind a cloud. I can order the size of the Sun, Moon and Earth. Links to prior learning/ other areas/ incidental learning Sun is made of gas	How can we move objects? I know that humans move objects with a push or a pull. I know that there are many sorts of movement which can be described in many ways and that movement can be stopped. Links to prior learning / other areas incidental learning can observe and describe different ways of moving and recognise hazards and risks in moving objects.
YEAR 1	Skills		Talk about what they have done and say, with help, what they think they have found out. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	Ask simple scientific questions. With support, gather and record simple data in a range of ways.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. With support, use simple equipment to measure and make observations.
YEAR 1	Practicals, Experiments and writing links		Writing their own questions about the seasons/plants. Growing seeds in the light/dark Observe how do the leaves change on trees in the different seasons Observe how blossom forms on the trees in spring and develop into fruit over the summer for harvesting late summer/autumn	Writing own questions for enquiry discussion. Comparing scaled pictures of the sun, moon and the Earth, discussing what is the same and different Go outside in different weathers - feel the effect of the wind on a windy day - discuss if they were on the Moon it would not feel like this. On a cloudy day even though they cannot see the sun it still produces light from behind the cloud. On a calm day you cannot feel the wind.	Practical - investigating objects that you can push/pull Investigate how to start and stop the motion of an object - wheeled toy, throwing and catching a ball, balloon passing, balloon tennis/ volleyball,

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YEAR 2	Year 2 Knowledge	**SOLAR SYSTEM** Where is Planet Earth? This topic is all about the solar system and how it is interlinked. During this topic, we should compare how plants, animals and humans can survive on Earth but not on different planets and why this is. Within the topic, we can begin to look at forces that act on the Earth. We also look at the effects of the sun. **SUGGESTED TEXT** Tower to the Sun Here we are - Oliver Jeffers - really good for this Egg Drop	What are the main habitats on Earth and what animals live in each habitat? What is the best habitat for and why? Why can't animals live on other planets? What is the weather like in....? Can you name the months and seasons? What do plants need to grow? Would plants be able to grow on any other planet? I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. I know animals don't live on other planets as they need air, water and food to stay alive I can observe and describe weather associated with the seasons I know the season and months. I know and can describe different types of weather I know that water freezes and forms ice in the winter and this is because it is colder Links to prior learning / other areas/ incidental learning main types of habitats on Earth and know of some animals that live in each habitat.	Can you name some planets in our solar system? Are planets all the same size? What happens to the sun throughout the day? Is a cloudy day the same as night-time? What can you make a shadow with? I know that there are different planets in our solar system and name some. I know that the planets in the solar system are different sizes and are made out of different things. I know the Sun appears to move during the day. I can say changes that occur when the Sun goes behind a cloud and recognise that these are different from changes at nightfall. I know how my body/or object can make a shadow. Links to prior learning / other areas/ incidental learning Sun is made of gas	What makes something move? What makes things fall to the ground? I know that it is not only ourselves that make things move by pushing or pulling. I can ask questions about what is causing movement. I know that a force called gravity causes things to fall on Earth. Links to prior learning / other areas/ incidental learning I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (year 1 materials)
	Skills		Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explain their reasoning. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.	Ask and answer scientific questions about the world around them. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.
	Practicals, Experiments and writing links		Information booklet on the Earth/seasons/weather Observation over time of seasons/months and changes and how that is linked to temperature and light level Observe puddles in different seasons - freezing/ evaporation based on temperature. Construct a daily weather chart, identifying date, season and weather. Use to discuss and compare patterns in weather at different times of the year	Practical - investigating matching the shadows to the object. Using more than one shadow - could this shadow be made from this object? Observe the movement on the sun throughout the day in class and outside Look at sunrise and sunset pictures/film clips - speeding up Use a range of secondary resources to research similarities and differences - between the Earth, moon and sun	Observing change when playdough drops onto a hard surface. Investigate how other objects are affected by gravity as they fall. (Link to properties of materials) Use foot pump rockets to launch and observe the upwards movement of the rocket and discuss why it has moved Use a range of secondary resources to research similarities and differences between types of movement and how things move

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YEAR 3	Year 3 Knowledge	**DAY AND NIGHT** This topic is all about how day and night are created. It also links day and night on Earth to nocturnal and diurnal animals. The topic also focuses on rocks and what makes up the Earth **SUGGESTED TEXTS** The Owl who was afraid of the Dark	What does nocturnal and diurnal mean? Which animals are nocturnal and which are diurnal? How are nocturnal animals adapted to their environment? How do seasons effect the length of days? How can rocks be grouped? What are the three categories which rocks can be grouped into? What is the process of fossil formation? I know animals can be classified into nocturnal and diurnal animals I know that nocturnal animals have particular characteristics that are adapted to being active at night time I know that day length changes depending on the season. I compare and group together different kinds of rocks on the basis of their appearance and simple physical properties I know that the Earth has an atmosphere which contains different gases Links to prior learning / other areas / incidental learning Describe the three states of matter (solids, liquids, gases) Requirements of plants for life and growth Name a variety of plants and animals in their habitats, including micro-habitats. Soils are made from rocks and organic matter. How fossils are formed over millions of years.	What are the planets in our solar system? What order do they go in starting from the sun? Do planets float around in space or do they orbit something? Why does the sun appear to move across the sky during the day? How is day and night created? Why is it daytime and night-time in different parts of the world at the same time? Where does the sun rise and set? How does light travel? Why do shadows take the shape of the object that is blocking the light? I know that the Earth has a core, inner core, mantel and crust. I can name and order the planets in our solar system. I know the planets orbit the Sun. I know that the sun appears to move across the sky over the course of a day but it is the Earth that is moving. I can explain how day and night is created as the Earth spins on its axis every 24 hours I know that it is daytime in the part of the Earth facing the Sun and night-time in the part of the Earth away from the Sun I know that the sun appears to rise in the East and set in the West I can describe what happens during a solar eclipse and say why this happen. I know that light travels in straight lines. I can identify that the shape of a shadow is the shape of object. I can describe and find patterns in the way that the size of shadows change. I know when light is blocked by an object it can cause a shadow.	Why has the earth got a magnetic south and north pole? What is special about magnetic force? What is the effect of magnetic force? I know the earth has a magnetic north and south pole and how this affects the Earth Links to basic forces that act upon objects (push/pull). Name basic forces. Magnets attract and repel and which materials this effects and why. Magnets have two poles.
	Skills		Ask questions about the world around them and explain that they can be answered in different ways. Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.	Ask questions about the world around them and explain that they can be answered in different ways. Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements. Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.	Ask questions about the world around them and explain that they can be answered in different ways. Tests can be set up and carried out by following or planning a set of instructions.
	Practicals, Experiments and writing links		Sort animals by their characteristics, referencing which are nocturnal/diurnal Group and classify based on adaptations linked to this - eyes, ear size etc. Use sunrise and sunset data to determine when in the year daylight is longest - calculate and chart the data by month. Observe and compare different rock forms.(igneous, sedimentary and metamorphic) Test rocks for hardness etc Apply this knowledge to identify where rocks such as sandstone, limestone. slate and granite have been used as construction materials (school building, local community, sea defences) and draw conclusions as to why they have been used (strength, ability to carve or split) Writing non chronological report about rocks, including fossils	Use a range of secondary resources to research planets and their position Create a fact file on a chosen planet Model of the solar system Investigate how light travels in a straight line using torches and masks, or light boxes Make ping pong ball models on string and use a torch to shine on the ball whilst rotating ball to show the part of ping pong ball facing the torch is in daylight etc. Observation over time - investigate what shadows are and why they are formed. Investigate how the size of shadows change throughout the day (link to knowledge about light travelling in straight lines) Watch video sources to find out about eclipses and present as an explanation	Explore how a magnet had a magnet field using iron filing boxes. Use a compass to find magnet north and research why a compass points north

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YEAR 4	Year 4 Knowledge	**MOONS OF THE SOLAR SYSTEM AND SPACE TRAVEL** This strand is all about the Moons within our Solar System and compares their orbital times. The unit also covers space travel and the forces that are required for rockets. It also focuses on space travel and man's journey to the moon. A significant person link could be Katherine Johnson, who was the American female mathematician who calculated the trajectory for America's first human space flight. **SUGGESTED TEXTS** The Darkest Dark A Computer called Katherine Hidden Figures	What are soils made from? What is evaporation? What is condensation? What part does evaporation and condensation play in the water cycle? Does temperature affect the rate of evaporation? Why is the water cycle important on Earth? I can name the three categories of rock and explain how rocks are created using scientific vocabulary. I can explain how soil composition is influenced by the rocks in the locality I can use my knowledge that some materials change state when they are heated or cooled and link this to rock formation I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Links to prior learning / other areas / incidental learning Soils are made from rocks and organic matter. How fossils are formed over millions of years Compare and group materials together according to whether they are solid liquids or gases	What is the Sun? What can you see in the night sky? What is the Milky Way? Are we apart of it? What is a moon? What is the moon made from? Is this the same as earth? Do any other planets in our solar system have moons? How long does it take for the moon to orbit the earth? Do all planets and moons have the same orbital times? Why are the different? How has space travel developed over the years? I know that our Sun is a star. I know that our solar system is part of the Milky Way and when I look at the sky at night I can see planets, stars, galaxy and nebula. I know that planets of the solar system have moons. I know that a moon is a satellite orbiting around a planet. I know that the Moon takes approximately 28 days to orbit the Earth and that the different appearance of the Moon over 28 days provides evidence for a 28-day cycle. I can compare the different orbital times of the Moons of planets in the Solar System. I can describe the developments of space travel I know the Moon is made from rock and compare this to Earth rocks Links to prior learning / other areas / incidental learning Properties of astronauts clothing and explain how this protects them Nutrition and food groups and astronauts Exercise and waste of muscles Gravity	What is gravity? Who discovered it? What is friction? What causes it? Can air and water resistance effect the speed an object? How does friction impact an object? What forces are used to make rockets work? I can describe the effects of gravity I can explain what forces are used to make rockets work Links to prior learning / other areas / incidental learning I can describe the effects of air resistance can describe how this affected the development of transport such as rockets including using parachutes for slowing descent of shuttle
	Skills		Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections. Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately. Scientific enquiries can be set up and carried out by following or planning a method.	Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.	Take accurate measurements in standard units, using a range of equipment. Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately. Scientific enquiries can be set up and carried out by following or planning a method. Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections.
	Practicals, Experiments and writing links		Sorting rock forms into categories - igneous, sedimentary and metamorphic using explanations on how they know it is this type of rock Investigating the components of soil from different localities Observe heating and cooling of a variety of materials and use secondary sources to compare to how rock formation is heated and cooled eg volcano Create own environment in a bottle to investigate evaporation/ condensation in the water cycle. Investigating changing the rate of evaporation - Where has the water gone? - hand print on paper towels, puddles, boiling a kettle against a cold surface to see the condensation using a small amount of water and putting it into the microwave.	Using secondary sources to magnify the solar system to observe planets, stars, galaxy and nebula Create a flip book to show the moon's changes in appearance over the 28 days cycle. Make a 3D model showing why night and day occur and explain this using the model and secondary sources to support. Interpret and make own sundials to show the movement of the sun. Observing and ordering types of space travel on a timeline - using secondary sources to support Look at videos of the first moon landing -gathering of moon rock	Creating and investigating own rockets and explaining what forces are used. Investigating air resistance - parachute investigation Investigating water resistance - dropping shapes in water, making own sail boats

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SCIENCE UNIT			Habitats and Environment	Planets and the Solar System	Forces
YEAR 5	Year 5 Knowledge	**OUR MOON AND IT'S EFFECTS ON EARTH** This unit focuses on our Moon linking its 28 day cycle with the phases of the Moon and it's appearance. It also covers how our Moon effects things upon Earth such as the tides. **SUGGESTED TEXTS** If you had your birthday party on the moon **SUGGESTED TRIPS** Chesterfield Barnett Observatory , Perijee and Me	How does the environment of Earth compare to that of other planets in our solar system ? Why is Earth a suitable environment for plant growth and reproduction? Why can't plants reproduce in space? Which characteristics of plants make them unsuitable to grow and reproduce naturally on any other planet? I can describe the life process of reproduction in some plants and animals. I can 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 I can give reasons for classifying plants and animals based on specific characteristics. I can explain that Earth's qualities as a planet mean it is able to support living organism. Links to prior learning / other areas/ incidental learning Requirements for plant growth and survival. Plant reproduction Earth's atmosphere	What do the words 'planets, solar system, sun, moon, rotate, orbit, spherical bodies' mean? How does the shape of an object compare to the shape of the shadow it casts? What might happen to a fixed object during the course of a day? How does the shadow of a fixed object change during the course of a day and why does this happen? What causes a lunar eclipse? What are the different phases of the moon? How does the elliptical orbit of the moon change its appearance from earth? I can describe celestial relationships and define basic components. I can use terms such as planets, solar system, sun, moon, rotate, orbit, spherical bodies appropriately when describing the Earth, Sun, Moon and other Solar System bodies. I can explain why shadows have the same shape as their objects and what happens to the shadows during the course of the day eg it gets shorter and then longer again and predict eg by drawing what the shadow will be like at an intermediate time I can explain what causes a lunar eclipse I know the phases of the Moon. I know the appearance of the size and position of the Moon relates to it elliptical orbit. Links to prior learning / other areas / incidental learning Light travels in straight lines. Orbital times of other Moons in our Solar System.	How and why do the orbits of the different planets in our solar system differ? How long does it take each planet in our solar system to orbit our sun? What is gravitational pull? How does gravitational pull from the moon effect the tide on Earth? I know the relative movement speed of different planets around the Sun. I can discuss the effects of gravitational pull on the earth such as tides. I know how the Moon influences the tide. Links to prior learning / other areas / incidental learning Forces - Gravity
	Skills		Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.
	Practicals, Experiments and writing links		Research other planets in the Solar System and look at their atmospheres/environments. Create Venn diagrams to compare and contrast the environments on Mars against Earth. Write an explanation as to why plants cannot reproduce naturally in space or on any other planet in our Solar System except Earth.	Moon phases - children to practically investigate how much of the Moon you can see with them acting as Earth and a torch as the Sun. Moon phases wheel dial Moon diaries Investigate and observe what happens to the shadow of a fixed object during the course of the day.	Create human solar system, investigate why it takes Venus less time to orbit the sun compared to Neptune. Research the orbits of the plants in our solar system Create a line graph showing the relationship between the distance from the sun and time it takes for the planet to complete an orbit around sun. Interpret data - planets mass and gravitational pull - identify correlations between the mass of the planet and the amount of gravitational pull it has.

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YEAR 6	Year 6 Knowledge	**CELESTIAL MECHANICS AND EFFECTS (CONCRETE TO ABSTRACT)** **SUGGESTED TEXTS** George's Secret key to the Universe Earth & Space - Collins fact finders **SUGGESTED TRIPS** Chesterfield Barnett Observatory	Why have certain species adapted in specific ways according to geographical location? What is the difference between adaptation and evolution? How does adaptation directly influence evolution? I know that adaptation is the process of adjusting to match the environment and evolution refers to any changes over time. I know that adaptation is affected by geographical location and can describe some examples Links to prior learning / other areas/ incidental learning How animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago How the seasons effect plants	How is a year calculated? What causes the seasons? How was the sun formed? Why do the planets orbit the sun? What is a solar eclipse? What causes the northern lights? What is the universe? What is global warming? I know it takes the Earth takes a year to make one complete orbit of the Sun, spinning as it goes and that it is not always easy to gain information about phenomena eg the length of a year using first-hand experience I understand that the our Universe is made up of many Solar Systems. I can explain how the Earth's orbit causes seasons I can explain how the planets in our Solar System orbit the Sun. I can explain how the sun was formed. I can explain how the Solar eclipse happens. I know how the Northern Lights occur. I know what global warming is and its effects. Links to prior learning / other areas/ incidental learning generalise that when the Sun is behind an object the shadow is in front Shadows change in a similar way each day and that shadows are shortest in the middle of the day and recognise that the higher the Sun appears in the sky the shorter the shadow Movement of the Sun is due to the movement of the Earth	Why do the planets orbit the sun? How does the gravity affect our solar system? How does gravity affect the orbit of the moon around Earth? How do satellites stay in orbit and how do we use them? Why are all the planets spherical? I know that gravity is central to all celestial motion I can explain why the planets in our Solar System orbit the Sun. I know that gravity of the moon is weaker than on earth I can apply my knowledge to explain why the geocentric model of the solar system was inaccurate I know that the pull of gravity is the same in all directions from the central core which results in a sphere. (Link to spokes of a wheel, deflated to inflated football) I can apply my knowledge to explain why the geocentric model of the solar system was inaccurate Links to prior learning / other areas/ incidental learning Application of all previous knowledge on celestial mechanics
	Skills		Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.	Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.	Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.
	Practicals, Experiments and writing links		Sort images of different species according to evolutionary traits (cats, dogs, fish etc) Identify adaptations within each species and identify possible reasons for specific adaptations	Research How is global warming affecting the earth? Compare different view points - analyse evidence form video clips and photos - form their own opinions backing up with evidence Look at images of a solar eclipse - explain and use torches to demonstrate Investigate how the shadow created by the object varies in size based on distance from the light source. Is it possible for the object to completely eclipse the light source? Non-chronological report on Global warming	Investigate the balance between internal and external pressure using balloons- relate to the spherical bodies in solar system.

		TOPICS		LIVING THINGS - HUMANS	
SCIENCE UNIT		Basic Anatomy	Growth and Reproduction	Human Needs	Human Systems and Organisms
EYFS	EYFS Knowledge	**SUGGESTED TEXTS** We've All Got Bellybuttons! Germs are Not for Sharing Your Body, Your Senses Fairy Tales Gone Wrong: Eat Your Greens, Goldilocks (series) **SUGGESTED VISITOR** Local nurse/ dentist	Who is in your family? Who is the oldest, who is the youngest? How have you changed from when you were a baby? I can talk about my family and tell you who is the oldest and youngest I can talk about my baby photograph and tell you what I can do now that I could not do then	What do babies need to stay healthy? What do we need to stay healthy? What food is good for me? How do we keep our teeth clean? Who helps us in our community? (Dentist/ doctor) I can tell you what a baby needs. I can sort some healthy and unhealthy foods. I can clean my teeth with a toothbrush. I know that a dentist looks after my teeth etc	What are the main parts of my body called? What happens to my body when I run fast? I can name the external parts of my body I know that my heart beats faster when I exercise
	Skills		ELG Past and Present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	ELG Managing Self - Manage their own basic hygiene and personal needs including dressing and going to the toilet Understand the importance of healthy food choices	ELG Comprehension - use new vocabulary during discussions
	Practicals, Experiments and writing links		Make own time line ordering baby to toddler to current photographs Ask children to bring in family photographs to talk about in small groups - focus on vocabulary grandparents, parents etc. What is the same, what is different?	Arrange a visit from a parent with a baby - hot seat the mummy asking questions about what the new baby does, needs etc Arrange a visit from a local nurse/ dentist - set up Role Play to model what they tell us about their role Set up a fruit tasting session - learn new vocabulary. Sort pictures of healthy and unhealthy foods	Sing Head, Shoulders, Knees and Toes and other body part songs (My Bodyworks: Songs about Your Bones, Muscles, Heart and More! By Jane Schoenberg and Steven Schoenberg) In outdoor learning and PE feel the effect of exercise by putting hands on chest etc
YEAR 1	Year 1 Knowledge	**BASIC ANATOMY** This strand is about the basics of the human anatomy and what is similar/different between all living things **SUGGESTED TEXTS** Dem Bones, Avocado baby, Once there were Giants, tadpoles promise, The very hungry caterpillar	What happens when animals get older? eg grow into adult What happens when humans get older? How does the appearance of humans change as they get older? I know that all animals, including humans, grow and change as they become older. I can recognise that humans' appearance changes over time eg we get taller, heavier. Links to prior learning / other areas/ incidental learning	What do I need to eat to keep my body healthy? What are the names of fruit and vegetables? What do humans need to stay alive? What does my body need to grow? I know that the body needs a healthy diet to keep it healthy. I know that fruits and vegetables are part of a healthy diet. I can recognise some fruits and vegetables and name them. I know that we need food, water and air and water to stay alive. I know that all animals, including humans, need to feed to grow and to be active. Links to prior learning / other areas/ incidental learning Herbivores and carnivores	What are the parts of my body? I can name the part of the human body and label them I know that it is important to keep my teeth clean Links to prior learning / other areas/ incidental learning Plants needs to grow
	Skills		Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. Talk about what they have done and say, with help, what they think they have found out	Ask simple scientific questions. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. Talk about what they have done and say, with help, what they think they have found out
	Practicals, Experiments and writing links		Matching activities - life phases of humans/animals Timelines	Sorting fruit/ vegetables - Like/don't like sweet/not sweet, Seeds/no seeds, colour, peel/no peel Labelling fruit and vegetables and writing sentences about them	Build a person game (like Beetle) We all have... Heads Shoulders knees and toes (add in different body parts) Labelling parts of the body - large scale diagram Disclosing tablets-teeth cleaning

		TOPICS		LIVING THINGS - HUMANS	
SCIENCE UNIT		Basic Anatomy	Growth and Reproduction	Human Needs	Human Systems and Organisms
YEAR 2	Year 2 Knowledge	**BASIC ANATOMY** This strand is about the functions of basic anatomy and what parts of the body do what. It also explores how plants and animals receive food. **SUGGESTED TEXTS** Funny Bones, Handa's Surprise, Oliver's Vegetables, Oliver's Fruit Salad	How do humans change as they grow into adults? How can appearance change? How do you know whether something is alive, dead or has never lived? How have I changed since birth? I know the main changes as young animals, including humans, grow into adults. I can recognise that some features of appearance can be changed eg length of hair but others are difficult to change or cannot be changed eg colour, shape of face I can say whether things are alive, dead or have never lived. I can say how I have changed since birth and suggest ways in which I might change as I grow I know that humans, have offspring which grow into adults. Links to prior learning / other areas/ incidental learning Plants and animal kingdom	What do our bodies need from food to be healthy? What do our bodies need to grow? Why is hygiene important to humans? Why do humans have to exercise? Why is it important for our bodies/minds? I understand the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults. I know that the body needs a balanced diet which is varied diet to keep healthy eg we shouldn't have too many sweet things, we should have a variety of fruit and veg I can describe the importance for humans eating the right amounts of different types of food, and hygiene. I can describe the importance for humans of exercise. Links to prior learning / other areas/ incidental learning Some foods can be damaging to our teeth Basic needs of animals, including humans, for survival (water, food and air)	Why do humans have teeth? What do teeth do? What is the job of the heart? What are the five sense and what do they do? What are the names of the main internal organs in the body? I can identify, name, draw and label the basic parts of the human body, including basic internal organs and say which part of the body is associated with each sense. I know that we have five senses which allow us to find out about the world I can identify the different types of teeth in humans, that their teeth are deciduous and their simple functions. I know that different types of exercise can help different body parts. Links to prior learning / other areas/ incidental learning Healthy teeth need healthy gums Different types of exercise can help different body parts. Heart is like a battery - it pumps blood around the body
	Skills		Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.	Ask and answer scientific questions about the world around them.
	Practicals, Experiments and writing links		Changes explanation booklet Comparison -sorting pictures/object that are alive, dead or have never lived, Explain reasons for sort. Survey class characteristics - eye colour, hair colour, height, age, etc	Food diaries Practical - use blender/juice bike from Mellors to create own fruit smoothies (link to forces) Preferences test - offer a range of party foods (healthy/non healthy) children select and then survey which is the most / least popular and whether people have made healthy choices.	Writing Information booklets on senses/parts of the human body Grouping/comparing according to senses Adding organs to a large scale diagram - where are they located? Devise exercises for different body parts in PE. Observe and match teeth to purpose. - cut tear grind Sensory deprivation experiences - blindfold pairs obstacle course, feely boxes, smelly boxes, Blindfold tasting, how far away can you hear? Listening walks outside. etc
YEAR 3	Year 3 Knowledge	**FUNCTIONS OF ANATOMY - PART 2** This strand compares the functions of anatomy in living things and looks at how we can group and classify living things. **SUGGESTED TEXTS** Dr Dog,	What stages are in the life cycles of humans? What happens during each stage of the human life cycle? I know that all humans have a life cycle and that this generally develops from youth, to young adulthood, to adult to old age. I can order on a timeline stages of human growth I can identify and describe the characteristics of each life stage. Links to prior learning / other areas/ incidental learning Animal life cycles	What are the main food groups? What foods are in each food group? What is the importance of each food group for our bodies? I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat know what types of nutrition animals need to survive, including basic food groups and how those food groups maintain good health eg muscles need protein I know examples of carbohydrates, proteins and diary and fat and vitamins and minerals	What bones are part of the humans skeleton? Why is the skeleton important? Why do we have muscles? How do muscles help us to move? Which organs belong to the main body systems (circulatory, respiratory and digestive)? I can identify the main parts of some of the human body systems such as different bones in the skeleton and I know their function. I know that our body has organs which help us like the lungs which help us breathe and the heart that is part of the circulatory system which transport blood around our bodies through arteries and veins. I know that our digestive system helps us to break down food I know that humans have muscles and skeletons for support and movement and protection.
	Skills		Ask questions about the world around them and explain that they can be answered in different ways.	Make increasingly careful observations, identifying similarities, differences and changes, and making simple connections. Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams.	Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.
	Practicals, Experiments and writing links		Use a range of secondary resources to research reproduction Order the stages of human life newborn, toddler, young child, older child, adolescent, young adult, middle -aged adult, elderly person - describe the developmental differences for each stage. Create a life timeline to show human cycle	Create food pyramids Organise to take children on a visit to a local supermarket to look at the different foods available Group foods into categories - proteins, fats, carbohydrates, vitamins & minerals Plan, write and describe three different balanced meals for people - How will you make sure each person is able to eat a balanced diet despite their dietary restrictions? Research health problems linked to unhealthy lifestyles.	Group and classify bones according to their characteristics Comparison tables - writing sentences about comparison Use a range of secondary resources to research similarities and differences Investigate how the digestive system works by creating poo Make a lift the flap book explaining the digestive system (Plop up book)

		TOPICS		LIVING THINGS - HUMANS	
SCIENCE UNIT		Basic Anatomy	Growth and Reproduction	Human Needs	Human Systems and Organisms
YEAR 4	Year 4 Knowledge	**DIET AND EXERCISE** This strand is about the importance of a healthy lifestyle including diet and exercise. It links how our food is digested, transported around the body and then how the nutrients are used in different ways within the body. **SUGGESTED TEXTS** Where did my bean Burger go? The Little Mole who knew it was none of his business.	What are the differences in capabilities of newly born animals and humans? What is the difference between the length of time humans and animals are dependent upon their parents? I can describe differences in capabilities of newly born humans and other animals eg in movement, feeding, I can recognise differences in the length of time humans and other animals are dependent upon parents	What is the impact of each food group on the human body? What is their importance with regards to nutrition and health? What happens to our muscles when we exercise? I know the role of each food group on the body and their importance to nutrition and health I know that different types of exercise can help different body parts. I know that we need exercise to stay healthy and to maintain our muscles that when we exercise, our muscles work harder.	What are the functions of particular bones? Why do we have different shaped teeth? How is food and water transported throughout the body? What are the basic parts and functions of the digestive system? I know the basic parts and functions of the digestion system and how they transport food. I know that humans have teeth and identify the differences in shape - molars for chewing, canines for tearing, incisors for cutting - and that teeth help us to eat I know the ways in which nutrients and water are transported through blood. Within animals, including humans. I know that bones have different functions eg: skull for protection and joints for movement. Links to prior learning / other areas/ incidental learning Most nutrients are solids, but water is a liquid. Main body systems
	Skills		Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.	Take accurate measurements in standard units, using a range of equipment. Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately. Scientific enquiries can be set up and carried out by following or planning a method.	Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions.
	Practicals, Experiments and writing links		Create a graph to show and compare dependency on adults. Look at Time-lapse films to observe the changes of growth over time	Sample foods high in each food group. Compare a range of products for their nutritional value according to their packaging. Compare traffic light for nutritional labelling . Research into vitamin deficiency and the effects this has on the body eg skurvy (using secondary sources) Create own models of antagonistic muscles to show how these pull to work together when exercising	Label a model skeleton and mouth (teeth). Compare of different types of joints in a human skeleton. Investigate the functions of different teeth, looking at the shape of the teeth(what they are protecting) and what they are utilised for. Draw and label the digestive system and show how food is transported. Investigate how food is broken down in the stomach -stomach acid experiment using alka seltzer and oil/water Comparison of teeth of herbivores and carnivores through pictures
YEAR 5	Year 5 Knowledge	**CHANGES AND ADAPTATION** This strand is about life cycles and how living things change over time and to adapt to their environment. It stresses the impact of exercise and a healthy diet and should link to the Physical Activity lesson**s** **SUGGESTED TEXTS** Charlotte's Web	In which ways do human and animal offspring usually mirror their parents? In which ways can human and animal offspring differ from their biological parents? What are the different stages of growth and development in the life of an average human? What happens to the human body during puberty and why? I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents I recognise particular stages in the growth and development of humans, such as puberty LINK to PSHE as appropriate	Why is exercise important? Why is it important to have a healthy diet? What can happen if we don't lead a healthy lifestyle? How do you calculate food requirements? I can describe the importance for humans of exercise, eating the right amounts of different types of food and that an imbalance of certain of certain types of food can lead to disease. I can calculate food requirements for a healthy diet, using information provided. Links to prior learning / other areas/ incidental learning Food groups Teeth	What are the main organs in the human body and where are they located? What is the basic function of each main organ in the human body? How is a pulse rate measured? Does everyone have the same heart rate? How is a pulse rate related to heart beats? What happens to your heart rate when you exercise and why does this occur? How does increased blood supply help your muscles during exercise and why is this important? I can label the main organs of the body and name their basic function. I know how to measure pulse rate and relate it to heart beat, I can describe how, when humans exercise, muscles move parts of the skeleton and this activity requires an increased blood supply, so the heart beat increases and the pulse rate is faster I know that exercise causes an increase in gaseous exchange. Links to prior learning / other areas/ incidental learning Muscles, food groups, main body systems, heart is a muscle.
	Skills		Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them.	Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. A method is a set of clear instructions for how to carry out a scientific investigation. Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).
	Practicals, Experiments and writing links		Human time line - include the important changes during each stage - eg: babies (attachment dependent, brain development), toddlers (exploration, brain development, fine motor skills), teenager (puberty) etc. Look at photographs of our family - talk about how we are similar to our parents, what have we inherited from them? Look at skin colour, hair colour, eye colour, height, facial features.	Research health problems linked to unhealthy lifestyles - diabetes, heart disease, being overweight, Look at food packages - RDA for children, adults (men/women), compare traffic light system, talk about calories, fat (saturated and unsaturated), energy, fibre, salt content, sugar. Compare the amount of sugar in certain foods - make sugar towers Use nutritional information from food packages/data to calculate if an adult has exceeded their RDA of calories, fat, sugar or salt.	Investigation - what type of exercise increases your HR the most? Practical - finding pulse, measuring and recording data, compare with one another, do we all have the same heart rate? Draw around our bodies and draw/label the main organs. Group organs into the body system they are involved in. Create a linked spider diagram/concept map to show how the organs and systems within the human body can be linked with one another. Make balloon lungs in a bottle

		TOPICS		LIVING THINGS - HUMANS	
SCIENCE UNIT		Basic Anatomy	Growth and Reproduction	Human Needs	Human Systems and Organisms
YEAR 6	Year 6 Knowledge	**EVOLUTION AND ADAPTATION** This strand is about evolution and the development of the human body and how **SUGGESTED TEXTS** Pig Heart Boy (Heart and circulation) One Smart Fish (evolution) Island - A Story of the Galapagos Little Changes (evolution)	What is inheritance? Why do we inherit particular characteristics from our parents? What characteristics can we inherit? What is adaptation? How have living things adapted to suit their environments? How have some living things changed over time? What is evolution? What is the theory of evolution? How have humans evolved over time? How has the skeleton of a human changed and why? I know that we look different from our parents because we inherit genetic material that gives us some of their traits, but not as a perfect copy (clone) I can describe and compare the bodies of some homin species and how they evolved for different purposes - climbing / walking I can use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved I can explain how the development of the skeleton during evolution helped humans to walk and run such as a narrower pelvis for upright walking Recognise particular I stages in the growth and development of humans, such as reproduction LINK to PSHE as appropriate	How does diet, exercise and drugs affect how our bodies function? What do we need for our bodies to function well? What health problems can result from eating an unbalanced diet/ unhealthy lifestyle? I can recognise the impact of diet, exercise, drugs (medicines and recreational drugs) and lifestyle on the way their bodies function. I can describe possible health effects of unbalanced diets from data provided. Such as calcium deficiency -rickets etc Links to prior learning / other areas/ incidental learning Food groups, muscles, skeleton, main organs, main body systems. Link to PE - performance PSHE - wellbeing and healthy choices.	What is the circulatory system and why do we need it? Which parts of our body make up the circulatory system? How does the circulatory system work? How does the heart work? What are blood vessels and what do they do? What are the components of blood and what is their function? How is water and nutrients transported within the body? How does a poor lifestyle affect how the circulatory system works? I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood I can describe the ways that nutrients and water are transported within the body. I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Links to prior learning / other areas/ incidental learning Digestive system, respiratory system, exercise, food group, muscles, blood Immunity -white blood cells fighting disease
	Skills		Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge.	Choose an appropriate approach to record accurate results, including scientific diagrams, labels, timelines, classification keys, tables, models and graphs (bar, line and scatter), linking to mathematical knowledge.	Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.
	Practicals, Experiments and writing links		Make comparisons - similarities and differences between offspring and parents - what has been inherited? Labelled diagrams of how the human body has evolved. Timelines	Research health problems linked to unhealthy lifestyles. First aid training - Produce a leaflet of how to keep a healthy heart - what to do in an emergency if someone is unwell. CPR British Heart Foundation - heart start training Pattern seek - any patterns in health related issues and age, sex, amount of exercise, diet - positive /negative correlations	Labelled diagram of the heart. Research the circulatory system. Make blood - look at the components in comparison to each other. Straw investigation (fair test) - different thicknesses - how does this affect blood flow? Investigate how fluids travel under different pressures -hydraulic systems - relate to narrowing of arteries. Dissect a pig's heart Written explanation of how blood flows through the heart Non-chronological report on components of blood

		TOPICS	LIVING THINGS - PLANTS AND ANIMALS	
SCIENCE UNIT		Basic Anatomy	Plants	Animal Kingdom
EYFS	EYFS Knowledge	**BASIC ANATOMY** This topic is about the basics of plants and animals **SUGGESTED TEXTS** Little Acorns Oliver's Vegetables Growing Vegetable Soup The Enormous Turnip Dora's Eggs The Odd Egg A Mighty Bitey Creature Owl Babies **SUGGESTED VISITS** Cannon Hall Farm Wentworth Farm/ Gardens Clumber Park	Where do vegetables come from? What plants and flowers can we find in our outdoor environment? How did they get there? What are their names? What do our seeds need to be able to grow? What is happening to the trees outside? What are the four Seasons? What happens to the trees in Autumn? I can take care of a seed by giving it water and sunlight. I can name some plants and flowers I know that some vegetables like carrots start their life from tiny seeds I know that the leaves on the trees change and fall during Autumn I know that the seasons change and so does the weather and I wear clothes which are appropriate to the season	What animals can we have for family pets? What do pets need to stay healthy? What animals live in the wild - why would they not make a good pet? What do wild animals need to stay alive? What animals live in our woods/ on the farm? Where do chicks/ butterflies/ frogs come from? I can name some animals and their babies I know that different pets need different things I can match some animals to their habitat I know the life cycle of a chick/ butterfly/ frog
	Skills		ELG The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them Understand the effect of the changing seasons on the natural world around them	ELG The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them
	Practicals, Experiments and writing links		Create a vegetable patch in outdoor area - make signs, labels and scarecrows Plant potatoes in grow bags Go on a scavenger hunt to find 5 different coloured flowers - find out their names, paint pictures from direct observation Plant own sunflowers/ beans/ seeds to take home and look after - write a 'Care for me' list Collect Autumn leaves to create Atelier/ transient artwork	Talk about own pets. Arrange visits from parents with a pet. Create a photo montage of class pets. For children without a pet, which pet would they like the most? (draw picture) Read books about wild animals - how are they different? Go on a wild walk through the woods - what signs of life can we spot? Lift up tree trunks etc and search for bugs Match baby and mummy animals Grow your own butterfly/ observe tadpoles to frogs in the classroom
YEAR 1	Year 1 Knowledge	**BASIC ANATOMY** This topic is about the basics of the plant structure and the needs of animals **SUGGESTED TEXTS** Avocado baby Tadpole's promise, The Grufalo, Ten seeds,The Tiny Seed	What are the names of plants? What different types of plants are there? What are the parts of a plant? What does a plant need to grow? What are the four seasons of the year and what changes can we observe? I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees I can observe changes across the four seasons I can identify and describe the basic structure of a variety of common flowering plants, including trees. I know the basic needs of a plant for growth Links to prior learning / other areas / incidental learning Basic needs of animals, including humans, for survival (water, food and air) All animals, including humans, need to feed to grow and to be active Animals need to eat and drink to stay alive Plants only grow on our planet	What are the names of different animals? How can we group animals? Why/How are animals different? Where do animals live? What do animals eat? What is a herbivore/carnivore/omnivore? What does the body of an animal look like? I can name a variety of common animals including fish, amphibians, reptiles, birds and mammals I can distinguish between different types of animal, where they live and what they eat. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Links to prior learning / other areas / incidental learning Basic needs of animals, including humans, for survival (water, food and air) All animals, including humans, need to feed to grow and to be active Animals need to eat and drink to stay alive
	Skills		Observe objects, materials, living things and changes over time, sorting and grouping them based on their features	Ask simple scientific questions.
	Practicals, Experiments and writing links		Labelling parts of the plant Growing seeds in a jar - observing roots, etc, Observe quick germination with cress, measure growth of runner beans, amaryllis grown in gel. Observing seasonal changes in the school grounds (change over time) Sorting things collected - leaves, seeds, twigs, flowers,	Types of animals booklet Comparison of differences between animals/species

		TOPICS	LIVING THINGS - PLANTS AND ANIMALS	
SCIENCE UNIT		Basic Anatomy	Plants	Animal Kingdom
YEAR 2	Year 2 Knowledge	**BASIC FUNCTIONS OF ANATOMY** This topic is about what plants need to be able to grow and stay alive. This links to habitats of plants and animals and why they live in particular habitats. **SUGGESTED TEXTS** A child's garden, The dandelion seed, Monkey Puzzle, Tadpole's Promise, The Sunflower Race, caterpillar and bean	How do we know that a plant is a living thing? How do we know a plant is alive? What is a seed?/How do seeds grow? What is a bulb/How does a bulb grow? What do plants need to grow? What habitats do different plants live in? Why are plants important in a food chain? I can explore and compare the differences between things that are living, dead, and things that have never been alive I can observe and describe how seeds and bulbs grow into mature plants I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. I can name a variety of plants and animals in their habitats, including micro-habitats. I know that plants are the first stage of a food chain. I know that plants and animals depend on one another in a habitat.	How do animals get their food?/Where do they get their food from? What is a food chain? What is a habitat? What is a micro habitat? Why do animals/plants live in their habitat? What happens to babies as they grow? I can 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. I can name a variety of plants and animals in their habitats, including micro-habitats I know that animals, including humans, have offspring which grow into adults. Links to prior learning / other areas / incidental learning Herbivore and carnivores are basic needs of animals for survival and the main changes as young animals, including humans, grow into adults I know that all animals, including humans, grow and change as they become older.
	Skills		Ask and answer scientific questions about the world around them. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. Use simple equipment to measure and make observations Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.
	Practicals, Experiments and writing links		Explanation booklet about plants - How do we know a plant is alive? Looking at patterns over time of things planted. Fair test experiment - growing plants from a seed/bulb in different conditions (light/dark water /no water) Investigating different types of plants and what they get from their habitat eg cacti do not need much water as they live in the dessert.	Identifying and making own micro habitat indoors/outdoors eg miniature garden/ miniature pond using a bowl - what animals do we think might visit the micro habitat? Use a range of secondary resources to research similarities and differences between habitats Build food chains for different animals Observe the change from frog spawn to tadpole to frog, identifying stages of growth and abilities.
YEAR 3	Year 3 Knowledge	**FUNCTIONS OF ANATOMY - PART 2** This topic compares the functions of anatomy in living things and looks at how we can group and classify living things. **SUGGESTED TEXTS** Once upon a Jungle, I am the seed that grew the tree **SUGGESTED TRIPS** Think Tank - Birmingham Science Museum	What are the functions of different parts of flowering plants? How do plants live and grow? Does this vary from plant to plant? How is water transported within plants? What is the life cycle of flowering plants? What are soils made from? I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant I can investigate the way in which water is transported within plants I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. I can recognise that soils are made from rocks and organic matter. Links to prior learning / other areas / incidental learning	How can living things be grouped? What do young animals look like as adults? Can these be matched? What nutrition do animals need to survive? How and where do animals get their nutrition? I recognise that living things can be grouped in a variety of ways I can match young and adults of the same animals I know what types of nutrition animals need to survive, including basic food groups. I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Links to prior learning / other areas / incidental learning Humans and some other animals have muscles and skeletons for support, protection and movement.
	Skills		Ask questions about the world around them and explain that they can be answered in different ways.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams.
	Practicals, Experiments and writing links		Carrying out comparative and fair tests to observe the amount of roots that grow Create a table to show the increase in roots over a set number of days Plan and carry out an observation on how plants transport water - ink dye experiment Use magnifiers to observe the composition of different soils, sieve to separate particles in the soil. Draw conclusions from investigatory work. Write up to findings.	Group and classify based on characteristics- leading to sorting animals into the different vertebrate and invertebrate groups. Create branching diagrams from the various animal groups. Research sources of food for the different animal groups - identify herbivores, carnivores and omnivores. Match X-rays to the corresponding animal, explaining reasons of physiology for match Draw conclusions from investigatory work. Create Top Trumps cards for various animals

		TOPICS	LIVING THINGS - PLANTS AND ANIMALS	
SCIENCE UNIT		Basic Anatomy	Plants	Animal Kingdom
YEAR 4	Year 4 Knowledge	**FOOD CHAINS** This topic is about classifying and grouping plants and animal based on particular characteristics. This unit also introduces food chains and links together how plants and animals are dependent on one another within food chains. **SUGGESTED TEXTS** Tadpole's Promise (Life cycles Charlotte's Web (Life cycles **SUGGESTED TRIPS** Think Tank - Birmingham Science Museum	How does soil help plants grow? How can living things be grouped? How can classification keys be used to help group living things? What are environments and how can these change over time? I know that a soils composition helps a plants growth. I can recognise that living things can be grouped in a variety of ways I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment I can recognise that environments can change and that this can sometimes pose dangers to living things Links to prior learning / other areas / incidental learning	What are food chains and how do these help us identify producers, predators and prey? How can classification keys help us group, identify and name a variety of living things in their environment? What is a life cycle and what do they show? How are nutrients and water transported within animals and humans? I know how to construct and interpret a variety of food chains, identifying producers, predators and prey. I know how to use classification keys to help group, identify and name a variety of living things in their local and wider environment I know that all animals have a life cycle and that this generally develops from youth, to young adulthood, to adult to old age. I can describe the ways in which nutrients and water are transported within animals, including humans. Links to prior learning / other areas / incidental learning All animals have a life cycle and that this generally develops from youth, to young adulthood, to adult to old age.
	Skills		Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs).	Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.
	Practicals, Experiments and writing links		Carrying out comparative and fair tests using different type of plants - different seeds planted into plastic bags to observe the amount of roots that grow in soil. Recording using a table to show the increase in roots over a set number of days and it's correlation to stem and leaf growth. Compare this growth in a seed and a bulb Create your own food web. Draw conclusions from investigatory work. Create a chart to group living things according different criteria/characteristics Write an explanation text to show findings.	Research and create food chains, identifying producers, predators and prey, comparing and contrasting food chains for different animals Grouping and identifying a variety of different animals a living things Use a range of classification keys to sort animals for habitat food, adaptation, type of reproduction etc. Explain how water is transported from the digestive system to the circulatory system.
YEAR 5	Year 5 Knowledge	**CHANGES and ADAPTATION** This topic is about life cycles and how living things change over time and to adapt to their environment. It stresses the impact of exercise and a healthy diet and should link to the Physical Activity lessons **SUGGESTED TEXTS** The Story of frog belly Rat Bone	What are the different ways in which plants reproduce ? What are the different ways in which plants can be classified? What factors might you take into accounts when deciding ways to classify different plants? How does the habitat of a plant effect the way it disperses it's seeds? I can describe the life process of reproduction in some plants . I can 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 Links to prior learning / other areas / incidental learning Parts of a plant Plant requirements for growth and survival. Habitats - compare seed dispersal techniques and habitats.	How do the life cycles of amphibians, mammals, insects and birds differ? What are the different ways in which animals reproduce? How do the lengths of time that different animals depend on their mother compare to each other? What are the different ways in which animals can be classified? What factors might be considered when classifying animals into different groups? I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. I can describe the life process of reproduction in some plants and animals. I can recognise differences in the length of time humans and other animals are dependent upon parents I can 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 Links to prior learning / other areas / incidental learning Animal groups
	Skills		Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.
	Practicals, Experiments and writing links		Floral dissection - look a parts of the plant that are used in plant reproduction. Research pollination and seed dispersal Flowering plant life cycle- time line Group and classify plants based on how their seeds are dispersed. Local trip - travel to different local areas and collect plants - try and find plants that have different seed dispersals. Link seed dispersal and habitat.	Research where offspring development occurs in animal groups - external laying eggs (reptiles, amphibians, fish, birds), internally live young (mammals). Use research to compare and classify animals based on where their offspring develops, how long they develop for, number of young etc. Create line graphs to compare data collected Make animal top trumps - animal group, fertilization (internal/external), development of offspring (internal/external), development time, number of young, survival rate, time dependent on parents.

		TOPICS	LIVING THINGS - PLANTS AND ANIMALS	
SCIENCE UNIT		Basic Anatomy	Plants	Animal Kingdom
YEAR 6	Year 6 Knowledge	**EVOLUTION AND ADAPTATION** This topic is about evolution and the development of the human body and how **SUGGESTED TEXTS** One Smart Fish, Island - A story of the Galapagos, Little Changes	Why are offspring different to their parents? What is adaptation? Why do plants and animals adapt to the environment they are living in? How can adaptation affect evolution? I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents I can identify how plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. I can give reasons for classifying plants based on specific characteristics. Links to prior learning / other areas / incidental learning	Why do plants and animals need to adapt to their environment? How have some living things changed over time? Why are animals classified because of certain characteristics? What are fossils? How can fossils give us information about the past? I can give reasons for classifying animals based on specific characteristics. I can identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution. I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Links to prior learning / other areas / incidental learning
	Skills		Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge.	Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge. Independently, decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect
	Practicals, Experiments and writing links		Research Identify characteristics that help plants/animals survive in certain environments. Labelled diagrams Dissect cacti and common plant compare different features e.g. differences in leaf thickness & ability to store water, root structure & defensive adaptations -spines	Research Identify characteristics that help plants/animals survive in certain environments. Labelled diagrams Compare diagrams - evolution of certain animals - explain Breeds and species - compare animals to their parents (similarities and differences) Design a new breed Group adaptations according to habitat & sub groups within the habitat (polar species tend to be white, desert species can store water).

		TOPICS	TECHNOLOGY AND THE PHYSICAL WORLD					
SCIENCE UNIT			Light	Sound	Electricity	Forces	Materials	Significant People
EYFS	EYFS Knowledge	**ME AND MY SENSES** This focuses on what my senses do to help me to find out about the world in which I live **SUGGESTED TEXTS:** My Five Senses Iggy Peck Architect Callum's Incredible Construction Kit Flashlight Wow said the owl **SUGGESTED VISITORS:** Kid Knex from Family Learning	How do we see? What colours are all around me? How many colours are in a rainbow? What animals come out at nigh time? What lights the sky in the day and at night? I know that my eyes enable me to see. I can name the different colours. I know that some animals are nocturnal. I know that the sun and moon create light.	How do we hear? What sounds do animals make? What sounds can we make with our voice/ instruments/ bodies? What is a loud sound, what is a quiet sound? I know that my ears enable me to hear. I can distinguish between the sounds that different animals make. I can create loud and quiet sounds using a range of instruments etc	What happens when we switch off the lights? What happens when we turn off the power to the computer? Why? I know that we need switches and electricity to make some things work.	What happens when we build a ramp for the wheeled toys? What happens we build the ramp higher? What do we do to the rope to make the pulley system work? What happens if we push? I can build a ramp and make cars go faster and slower. I can use a simple pulley system to transport equipment and objects.	What is my house made from? What is the difference between a house brick and a wooden block? What are the toys made from in our classroom? What happens to ice when it gets hot/ cold? What happens to chocolate? I can sort and name the materials - wood, plastic, glass and metal. I know that water can freeze and also melt. I know that an oven makes things hot and a fridge makes things cold	Who was Beatrix Potter? I can talk about and name some of the animals in Beatrix Potter's books
	Skills		ELG Listening Listen carefully and respond appropriately when being read to and during whole class and small group discussions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back and forth exchanges with their teachers and peers	ELG Speaking Participate in small group, class and 1-1 discussions, offering their own ideas, using new vocabulary Offer explanations for why things might happen, making use of new vocabulary Express their ideas using full sentences with modelling and support from their teacher		ELG Self-regulation Have a positive sense of self and show resilience and perseverance in the face of challenge Pay attention to their teacher and follow multi-step instructions	ELG Creating with Materials Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function	ELG Listening Listen carefully and respond appropriately when being read to and during whole class and small group discussions
	Practicals, Experiments and writing links		Draw and paint using different coloured media Explore what happens when you mix colours (brusho/ marbling effect) Find out about nocturnal animals and sort day and night creatures Create a small world woodland scene with day and night animals Explore bubbles outside looking for rainbows in bubble puddles"	Play animal sounds bingo Explore percussion instruments and group into the different sounds they make Sing songs and create own songs using body sounds to accompany our singing	Read Flashlight by Lizi Boyd	Explore ramps and wheeled toys in the construction area. Add different sized planks/ bricks etc and tape measures Provide challenges in the outdoor area to transport heavier buckets to different areas using a simple rope pulley system	Create rubbing's using large paper and wax crayons outside Handle different materials and sort into groups Build a den for Mr Fox - what is the best material to keep him safe and dry? Test it out How can we make a snowball last forever? Discover tiny animals trapped inside ice - how can we free them? Baking activities	

		TOPICS	TECHNOLOGY AND THE PHYSICAL WORLD					
SCIENCE UNIT			Light	Sound	Electricity	Forces	Materials	Significant People
YEAR 1	Year 1 Knowledge	**TECHNOLOGY AROUND ME** This strand is around the technology and forces around us. Within this strand a significant person is studied **SUGGESTED TEXTS** Oscar and the Moth: A Book About Light and Dark, Fox in the night ,Egg Drop by Mini Gray, Paper bag Princess	Why do we need light? What is light for? What part of my body do I use to see? Why can I not see well when it is dark? I know I need light in order to see things and that dark is the absence of light I know that things in the home have a source of light eg Microwaves, torches and that these things need power to create light. I know that I use my eyes for my sense of sight and that this helps me to learn about the world around me.	What can I hear? What part of my body do I use to hear? What would it be like if I could not hear things? I can identify different sounds in my environment I can identify and make loud and quiet sounds I know that I use my ears for the sense of hearing.	What things use electricity? I can name some of the things that use electricity. I know that some things work by using electricity.	What do wheels do? How do they move? How do things move? I know I can move things with a push and a pull I know that wheels are used for vehicles to move/travel I understand that there are many sorts of movement which can be described in many ways. I can recognise risks to myself when objects are moving. I recognise that it is not only ourselves that make things move by pushing Links to prior learning / other areas / incidental learning Observe and describe different ways of moving	What is a material? What are different types of materials? What material is an object made from? What do objects/ materials have in common? How can materials change? I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties I can distinguish objects from materials, describe their properties, identify and group everyday materials	Who is Thomas Edison? When did he live? What did he invent? I know Thomas Edison invented the light bulb I know when Thomas Edison was born I know that Thomas Edison invented the light bulb Links to prior learning / other areas / incidental learning Link to light and light sources in the home.
	Skills		Talk about what they have done and say, with help, what they think they have found out	With support, use simple equipment to measure and make observations	With support, use simple equipment to measure and make observations	With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. With support, use simple equipment to measure and make observations	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).	Ask simple scientific questions.
	Practicals, Experiments and writing links		Look for light sources around school Make a dark den. Investigate different torches/ different coloured light sources, effect of turning lights on and off.	Going on a sound hunt around school Sound recognition game - what made the sound? Identify loud and quiet sounds	Sorting toys - which needs electricity to work? Noticing patterns of function of the toys Writing information booklet about everyday objects which use electricity.	Carrying out comparative and fair tests - Describe how movement starts and stops with a push/pull. Identify objects we move with a push or pull. Observe how wheels turn and how wheels make directional movement easier. Writing speech bubbles about findings	Name different materials - paper, cardboard, wood, metal , plastic, glass etc. Sort objects made form different materials. Observe, sort and discuss materials according to characteristics - hard/soft, rough/smooth, heavy/light wet/dry, shiny/non-shiny, coloured/clear, etc Grouping and classifying materials according to their properties Comparison tables - writing sentences about comparisons	

		TOPICS	TECHNOLOGY AND THE PHYSICAL WORLD					
SCIENCE UNIT			Light	Sound	Electricity	Forces	Materials	Significant People
YEAR 2	Year 2 Knowledge	**TECHNOLOGY AROUND ME** This strands builds on the idea of technology at home and at school. **SUGGESTED TEXTS** Oscar and the Bird: A Book about Electricity, Thomas Edison: the Man Behind the Light Bulb Mr Gumpy's Motor Car by John Burningham One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia, The smartest giant in town	What can make light? What do you do to make a light work? I know that natural light comes from the sun I can name some different sources of light. I know that electricity can generate light I can control man-made light (I can blow candles out and turn the lamp off)	What can make sounds? What types of sounds do different objects make? I know that objects can create sounds. I can use instruments and my voice to create sound. I can describe that there are many different sources of sounds I can predict how loud a sound may be Links to prior learning / other areas / incidental learning Music lessons	What is electricity? What things are electrical in my home? What are the sources of electricity? What powers a circuit? How do you make a circuit? I know that electricity is used within the house and around me. I know the sources of electricity. I understand that a battery can power a simple circuit. I can create a simple circuit to light a bulb.	How do I use energy? How does a vehicle move? What is a push and a pull? What is friction? What does friction do? I know that when I use things like a scooter or a bike that I am using energy. I understand that when a vehicle moves it is caused by a force. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching I understand that I can push and pull an object and that other things can push objects I understand that friction can stop the movement of a vehicle.	What are different materials suitable for? How are they used? I can compare suitability of materials for different uses . I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Who is an important scientist in this area and what did they help discover or know? Who is Leo Hendrik Baekeland? When did he live?(1863-1944) What did he invent? I know Leo Hendrik Baekeland invented Bakelite plastic. I can identify objects made from Bakelite I can explain the impact this new material had Link to materials and suitability of materials.
	Skills		Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning	Use simple equipment to measure and make observations	Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.	Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions	Ask and answer scientific questions about the world around them.
	Practicals, Experiments and writing links		Sort light sources and discuss how we control them (turn off, Blow out etc) Observe the differences between the effect of natural light in the classroom and that of artificial light.	Explore the sounds produced by different instruments. (volume, sound quality etc) Investigate how to manipulate the volume of the sound make by a drum (percussive force) Draw conclusions from investigatory work. Write up to findings.	Instruction Writing on how to make a simple circuit Practical - Using snap circuits to make a simple circuit. Identify objects in the home which are powered by electricity and which use batteries or mains electricity.	Carrying out comparative and fair tests - Visit a playground and explore motion equipment - swings, slides, roundabouts etc. How do we move - start and stop. How do different vehicles travel? Wheeled vehicles - ramps/flat How do wheeled vehicles travel across different surfaces?	Observe and discuss the materials different objects have been made from and why that material has been chosen - plastic for a waterproof coat, glass for a jar, wool for a jumper, paper towels to dry hands etc Grouping and classifying· based on suitability. Carrying out comparative and fair tests on materials to find out their suitability for purpose. Making home made playdough to observe how materials can be manipulated. Compare how rigid or non rigid objects respond differently to manipulation . Writing links - non-chronological report on materials and their uses	

		TOPICS	TECHNOLOGY AND THE PHYSICAL WORLD					
SCIENCE UNIT			Light	Sound	Electricity	Forces	Materials	Significant People
YEAR 3	Year 3 Knowledge	**TECHNOLOGY THAT HELPS US** This strand builds on the idea of how different technology can help us to achieve things that the human body can't do **SUGGESTED TEXTS** Three Little Pigs (materials) Charlie and the Chocolate Factory (States of Matter) Iron Man (magnets) **SUGGESTED TRIPS** Think Tank - Birmingham Science Museum	How do we see objects? Are there different light sources? What are the comparisons between light sources in terms of colour and brightness? Why can't some people see? How can technology help improve people see? I can explain that objects are seen because they give out or reflect light into the eye. I can identify a number of light sources of different kinds I can make comparisons between light sources in terms of colour and brightness I know that some people can't see well and wear glasses and that simple technology can help us see such as telescopes, binoculars etc Links to prior learning / other areas / incidental learning Stages of human growth - some sight problems are from birth while others are degenerative and develop during adulthood. Importance of sight in animals - protection, hunting PHSE LINK - Everyone is different, disabilities,	What is the difference between volume, pitch and tone and echo? What can we use sound for? How does sound travel? How can technology help improve people's hearing? I can make observations of sounds by listening carefully and distinguish between volume, pitch and tone and echo I know that sound can be used for different purposes such as alarms, communication and entertainment. I know that sound waves from a sound source travel through a medium such as air or water to the ear. I know that some people can't hear and that simple technology can help us hear (such as hearing aids and vibration alerts) Links to prior learning / other areas / incidental learning Stages of human growth - some hearing problems are from birth while others are degenerative and develop during adulthood. Importance of hearing in animals - protection, communication, hunting PHSE LINK - Everyone is different, disabilities, sign language	What types of electricity do different appliances use? What are series circuits? What components can go into a circuit? I can identify and name basic parts of a circuit , including cells, wires, bulbs, switches and buzzers I can name and describe appliances which are electricity powered, battery powered, mains powered I can make and describe series circuits and components within them. I understand that a complete series circuit needs to be in a loop.	Which materials attract and which materials repel magnets? Can you predict what will happen if we put magnet poles together? I know that magnets attract and repel and which materials this effects and why. I know magnets have two poles. I can 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 I can predict whether two magnets will attract or repel each other, depending on which poles are facing.	What happens when materials change? I can compare and group materials together, according to whether they are solids, liquids or gases I can explore everyday materials and develop simple descriptions of the states of matter such as solids hold their shape, liquids form a pool not a pile, gases escape from a container. Links to prior learning / other areas / incidental learning Earth's structure - core, mantle and crust Earth's atmosphere Sun is a gas	Who was Mary Anning? When did she live? Why was she important? I know that Mary Anning was a palaeontologist who made significant fossil finds on the southern coast of England Who is Greta Thunberg? When did they live? Why were they important? I know who Greta Thunberg is I know why she became famous I know how she campaigns to address climate change
	Skills		Make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.	Make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.	Make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.	Take measurements in standard units, using a range of simple equipment.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams.	Ask questions about the world around them and explain that they can be answered in different ways
	Practicals, Experiments and writing links		Explore how we see objects and how different levels of light and coloured light impact on perception (eg looking through blue coloured film to view food) Sort sources of light - natural and artificial, observe brightness and directionality. Determine how they are suitable for different purposes. Use binoculars, telescopes and microscopes to show how we use optical equipment to augment our perception of the world Research aids for the blind	Investigate pitch using tighter/ slacker strings on stringed instruments Investigate pitch using bottles with different amounts of water - small amount of water =lower pitch, fuller bottle gives higher pitch, using art straws of different lengths Explore sound waves using a tuning fork Draw conclusions from investigatory work. - Write up to findings. Research aids for the deaf	Identify electrical items which are powered in different ways and sort accordingly. Explain why each is powered in the way it is Design a light for a particular purpose Follow a circuit diagram and build a simple circuit Investigate how to use switches to control a bulb and draw a simple circuit diagram	Research uses for magnets and use magnets as a tool e.g. to play a fishing game, travel game, to sort small mixed objects, some of which are magnetic. Walk around school to find which materials are magnetic and which are not (Children record these in a diagram) Draw and label diagrams of magnets attracting & repelling objects Investigate which types of metals are attracted by magnets Using more than one magnet investigate the way in which like poles repel and opposite poles attract Investigate magnetising chains of paper-clips (a stronger magnet will magnetise more paper clips - link to strength of magnets)	Use a range of secondary resources to research the temperature in degrees Celsius (°C) at which materials change state (create bar charts to represent findings) Collect a range of materials (Ice, butter, wood etc.) and see which will begin to change state at room temperature	

		TOPICS	TECHNOLOGY AND THE PHYSICAL WORLD					
SCIENCE UNIT			Light	Sound	Electricity	Forces	Materials	Significant People
YEAR 4	Year 4 Knowledge	**TECHNOLOGY THAT HELPS US** **SUGGESTED TEXTS** Horrid Henry Rocks (Sound) **SUGGESTED TRIPS** Think Tank - Birmingham Science Museum	Why can we see things when there is a light source? In what environment can we see light the best? Why and how are shadows formed? How does an objects material characteristics effect the shadow it creates? I can describe how to find something when it is dark I recognise humans cannot use their sense of sight in the dark state and that they can see things when there is some light. I know that sources of light show up best at night-time eg bonfires, fireworks, candles, I know how the material an object is made from can effect the shadow it creates. Links to prior learning / other areas / incidental learning Darkness is the absence of light Light travels in straight lines. Human senses - sight Properties of materials - opaque, transparent, translucent	How are sounds made? Are all sounds created in the same way? How can the volume of a sound be altered? I can explain how sounds are made, associating some of them with something vibrating I can find patterns between the volume of a sound and the strength of the vibrations that produced it	How can we control the flow of electricity using switches? How do common conductors and insulators impact the flow of electricity? I know that switches closing and opening can control the flow of electricity I can name and describe the effect of common conductors and insulators I can investigate how to create a circuit that will solve a problem to help hearing and visually impaired people	What is a friction? How does friction affect how things travel? What is air and resistance? What are the effects of up-thrust and down thrust? I know that friction is a force and I can describe the affects of friction in travel. I can compare how things move on different surfaces I can describe the effects of air resistance can describe how this affected the development of transport	How can we group materials together? I observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Links to prior learning / other areas/ incidental learning Earth and space	Who was Sir Isaac Newton? When did he live? Who is an important scientist in this area and how did their ideas change scientific understanding? I know why Sir Isaac Newton was such an important scientist. I know that he made significant discoveries in the science of physics and that Newton's First Law explained gravity and impact of gravity on planetary motion, Who was Benjamin Franklin? When did he live? (1706-1770) Why was he important? I know that Benjamin Franklin was the first person to link electricity with lightening I know that he was instrumental in the development of battery to store electricity and can explain how this has impacted on our technology today.
	Skills		Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions.	Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections.	Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections.	Take increasingly accurate measurements, in standard units, using a range of chosen equipment. Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect	Plan and carry out a range of enquiries, including writing methods, identifying and controlling variables, deciding on equipment and data to collect and making predictions based on prior knowledge and understanding. A method is a set of clear instructions for how to carry out a scientific investigation, including what equipment to use and observations to make.	Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them
	Practicals, Experiments and writing links		Use torches to explore a range of shadows made by different objects. Identify the differences in the shadows made by opaque, translucent and transparent objects. Test lights in different environments (dark, light, smoky Test some sources of light in dark and light environments and discuss which environment shows the light more effectively	Investigate how the force with which vibrations are created and the size of a sound box affects the volume of sounds created. Create a line graph to show the volume of sound (data logging)	Investigate a range of effective electrical conductors and insulators. Investigate how electrical conductors can complete a broken circuit. Design a circuit that meets specific criteria - e.g. a circuit with a buzzer and a switch for a blind person and explain why that would be appropriate for purpose. Write what happens when you change a circuit and why. Represent circuits created using accurate circuit diagram symbols.	Compare the effect different surfaces have on the speed of travel Investigate how to increase/ decrease friction Toy car Experiment. Investigate air resistance using parachutes and kites Research how air resistance has influenced the development of different forms of transport e.g. Bullet trains etc. Write instructions for making a kite that will successfully fly.	Investigate the temperatures at which some everyday materials melt. (Chocolate, butter, wax, ice) Research materials that have higher melting points & watch videos e.g molten glass and metal. Investigate the effect of salt on the freezing point of water. Test the temperature of different materials when heated and cooled using a thermometer. Write about what happens to the thermometer when measuring heated objects vs. cooled	

		TOPICS	TECHNOLOGY AND THE PHYSICAL WORLD					
SCIENCE UNIT			Light	Sound	Electricity	Forces	Materials	Significant People
YEAR 5	Year 5 Knowledge	**PHYSICS IN THE HUMAN WORLD** This strand is about how humans hear and see linking the physics of light and sound with human biology? **SUGGESTED TEXTS** Firework Makeer's Daughter (Light) George's Marvellous Medicine (Materials) Sound text link - Max and the millions Itch (changes of state) **SUGGESTED TRIPS** Museum of technology and industry - Manchester	How do we see objects? What is reflection? Which materials reflect light? What are the main parts of the human eye? How do they help us to see? What types of technology help us see better and how do they work? . I can explain that objects are seen because they give out or reflect light into the eye. I understand a light source reflects from objects into our eyes. I can name the main parts of the human eye and how it helps us to see. I know different types of technology that help us to see better and can begin to describe how they work Links to prior learning / other areas / incidental learning Light travels in straight lines Human senses - sight Parts of the eye linked to sight problems and how can technology help - brief mention to laser eye surgery? Stages of human growth - some sight problems are from birth while others are degenerative and develop during adulthood	What is pitch? Why do sounds have a different pitch? How can pitch be changed? Why do sounds become louder or fainter? What are the main parts of the human ear and how do they help us to hear sounds? What types of technology help us to hear and how do they work? I can find patterns between the pitch of a sound and features of the object that produced it. I can recognise that sounds get fainter as the distance from the sound source increases. I know that sound can be augmented. I can name the main parts of the human ear and explain how it works. I can begin to describe the types of technology that can help humans to hear. Links to prior learning / other areas / incidental learning Human senses - hearing Parts of the human ear linked to hearing problems and how technology can help- brief mention to cochlear implants? Stages of human growth - some hearing problems are from birth while others are degenerative and develop during adulthood.	Why do some circuits not work? I can explain and identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. I can 'de-bug' a circuit.	How do pulleys levers and gears work? I can recognise that some mechanisms including pulleys, levers and gears allow a smaller force to have a greater effect. Links to prior learning / other areas / incidental learning Push and Pulls - simple forces DT	What materials dissolve in liquid? How do you get a substance from a solution? How are materials formed? What changes involving materials are reversible? I know that some materials will dissolve in liquid to form a solution, and can describe how to recover a substance from a solution. I can 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. Links to prior learning / other areas / incidental learning States of matter - solid, liquid, gas Changes of state through heating or cooling	Who was Ibn al-Haytham? When did he live? - 965 – 1040 (Muslim) How did his ideas change scientific understanding? I know the he was father of modern optics, I can explain how he developed understanding of how light travels from sun and how the eye see Who was an important scientist in this area and how did his ideas develop the understanding of biology? How did Charles Darwin change understanding of biology? I know who Charles Darwin was. I know when he was alive and why his ideas caused controversy. I can name his most famous publication. I can explain his ideas about evolution.
	Skills		Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect. Take increasingly accurate measurements, in standard units, using a range of chosen equipment. Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them.
	Practicals, Experiments and writing links		Use string to show how light is reflected from objects and into our eyes. Use pinhole cameras to observe how light passes and the image is inverted. Using black out glasses/goggles - investigate how loss of sight or impaired sight can effect daily life/ tasks Eye dissection	Make parts of the ear in groups using different materials eg white sheet for ear drum, and re-enact the movement of a sound wave through the parts of the ear. Using ear muffs - investigate how loss of hearing or impaired hearing can effect daily life/tasks Does the object/material impact on the pitch of the sound created?	Investigate why some circuits are not complete and why a lamp will not light. Find ways in which they can 'de-bug' a circuit so it works.	Make a pulley/lever LINK to DT	Sieving & filtering, dissolving and saturated solutions, irreversible changes	

		TOPICS	TECHNOLOGY AND THE PHYSICAL WORLD					
SCIENCE UNIT			Light	Sound	Electricity	Forces	Materials	Significant People
YEAR 6	Year 6 Knowledge	**APPLICATION** **SUGGESTED TEXTS** The Tin Snail (forces and mechanisms, Goodnight Mr Tom (electricity) Kensuke's Kingdom (explore properties of materials) **SUGGESTED TRIPS** Museum of technology and industry - Manchester	How does light travel? I can use my knowledge of how light appears to travel in straight lines to describe and explain how a periscope works. I can describe how light behaves in convex and concave lens I can describe how light behaves in water and understand this is a form of refraction Eye dissection	Does sound travel through a variety of materials? Are there any situations in which sound can not travel? I know that the materials a sound passes through affect the quality of the sound I know that sound can not travel in a vacuum	How do we represent circuits in a recorded diagram? I know how to change the output of various components. I know how the voltage of cells affects the brightness of a lamp and the volume of a buzzer. I know the symbols to represent a simple circuit as a diagram.	What are the effects of forces on mechanical systems? I can apply my knowledge of mechanical systems and forces to influence their effects and the outcome Links to prior learning / other areas / incidental learning DT lessons	How can I separate materials? I know that evaporation and condensation can be used to separate materials. I can explain whether these changes are reversible or irreversible Links to prior learning / other areas / incidental learning Water cycle Changes of state through heating or cooling.	Who first thought that sound travelled in waves and how has this knowledge changed the modern world? Who was Aristotle? When did they live? Why were they important? What is the impact of their work? Who was Thomas Edison? When did he live? Why was he important? I know that Aristotle (384-322 BC) discovered that sound travels in waves. I know that Thomas Edison(1847-1931) recording sound for the first time and can explain how this impacts on our lives today. Who was Vera Rubin? When was she alive? (1928-2016) How did she advance scientific understanding? I know that Vera Rubin was American (Jewish immigrant) and that she won the Nobel Prize for discovering evidence for dark matter, predicted the angular motion of galaxies,
	Skills		Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.	Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.	Independently, decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect. Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.	Plan and carry out a range of enquiries, including writing methods, identifying and controlling variables, deciding on equipment and data to collect and making predictions based on prior knowledge and understanding. A method is a set of clear instructions for how to carry out a scientific investigation, including what equipment to use and observations to make. Independently, decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect	Plan and carry out a range of enquiries, including writing methods, identifying and controlling variables, deciding on equipment and data to collect and making predictions based on prior knowledge and understanding. A method is a set of clear instructions for how to carry out a scientific investigation, including what equipment to use and observations to make. Independently, decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect	Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge.
	Practicals, Experiments and writing links		How does the appearance of objects in water change? Does the vessel for the water alter perception? Why? Make a periscope - investigate using mirrors around a corner, above a table etc Investigate light refraction with concave and convex lenses - draw diagrams of the effect of different shaped prisms on the light source. Instructions for making a periscope	Sound insulation investigation -comparing insulating properties of different materials - using buzzers Do effective sound insulators also insulate light?	Compare bulb brightness in series and parallel circuits Make and draw diagrams of circuits using the correct symbols	Forces investigation - combining knowledge of pulleys, gears magnets to create a lifting machine - which can lift the heaviest weight?	Retrieve salt from a solution - observe changes in the solution over time noting formation of crystals. Use hot water and a vessel containing ice to create condensation Explanation of the processes of evaporation and condensation	

GEOGRAPHY

POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Geography curriculum is designed to sequence learning and embed the key skills that are required to develop curious students into competent Geographers.

We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it including their locality. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Geography through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of inquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

HOW WE INTEND TO REMOVE BARRIERS

In Geography we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition.

Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that students develop their own literacy and vocabulary.

LITERACY
Students are given many opportunities to read widely and often with students directed to geographical studies as well as researching independently. Pupils take part in learning opportunities with a range of contexts for reading and writing. These will develop from being supported to independent.

NUMERACY
Throughout each year of the curriculum data handling skills are sequenced to become more complex over time. This ensures students build on the fundamental aspects of each one and develop their confidence and understanding.

ORACY
In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff challenge use of geographical language and will direct pupils towards the correct terminology when appropriate.

VOCABULARY
Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key geographical vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each and every lesson. Engaging starter activities help students to recall the key concepts of prior learning. Our aspiring geographers are presented with a variety of experiences and learning opportunities. They are challenged to think critically and form opinions.

The skills for learning process within the Geography curriculum both reinforces the key Geographical skills content and helps our students to know, remember and be able to do more at each stage of the curriculum.

Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Geography our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way.

Geography exposes students to different cultures, languages and experiences that broaden their horizons and demand they think of themselves as members of a local, national and global society. We aspire for all our students to become avid Geographers who demonstrate empathy, tolerance, understanding, aspiration and respect so they are prepared to be active citizens in the local community and beyond.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

Geography is a curriculum that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. Geography is planned as part of cross curricular topics to support links in learning.

GEOGRAPHY CURRICULUM OVERVIEW

SUBJECT INTENT: We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it including their locality. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Geography through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of enquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

KEY LINES OF ENQUIRY/KNOWLEDGE	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Democracy	Where do we live?	Who is in charge of the place we are studying?	Who is in charge of the place we are studying?	What kind of government does the place we are studying have?	What kind of government does the place we are studying have? How does that compare to Britain?	Is the place we are studying a democracy?	Is the place we are studying a democracy?
	I know where I live	I know the name of the person in charge of the country	I know who is in charge of the UK and where the government is based	I know how the country is ruled in	I know how.... is ruled and how that differs to rule of the British government	I know how a democracy functions and how some countries do not have democratic rule. I know how this differs to British Government and that of other democratic nations.	I understand how democratic rule affects society and how life differs for people living in countries where there is not democratic rule.
Impact of Humans	What can we do to protect our planet?	How do we use natural resources? What are the natural and man-made features of the landscape we are studying? How can we look after our environment?	How do we use natural resources? What are the natural and man-made features of the landscape we are studying? How can we look after our environment? What different crops and resources do people grow and use in the place we are studying? What would it be like to live here?	How do people use natural resources to survive in the place we are studying? Types of settlement and land use. How can we look after our environment and why do we need to do this? How have humans changed the landscape we are studying? What problems are caused by pollution? What steps are being used to project the environment in the UK? What is sustainable energy? Why is it important?	How do people use natural resources to survive in the place we are studying? Types of settlement and land use. How can we look after our environment and why do we need to do this? How have humans changed the landscape we are studying? What problems are caused by pollution? What steps are being used to project the environment in the UK? What is sustainable energy? Why is it important?	How do people use natural resources to survive in the place we are studying? Trade Links, distribution of natural resources. How can we look after our environment and why do we need to do this? What are the consequences if we do/don't do this? What are the consequences of human activity for our planet? What will be the effects of climate change? Why do people continue to damage the environment? How can we reduce our impact as individuals and communities?	How do people use natural resources to survive in the place we are studying? Trade Links, distribution of natural resources. How can we look after our environment and why do we need to do this? What are the consequences if we do/don't do this? What are the consequences of human activity for our planet? What will be the effects of climate change? Why do people continue to damage the environment? How can we reduce our impact as individuals and communities?
	I know that we have to look after the planet and can name 1 way I can help	I can identify natural and man-made features of the landscape such as field, beach. cliff, coast, forest, hill, mountain, sea, roads, buildings etc. I know why we have to look after the planet and can name 3 ways I can help.	I can identify natural and man-made features of the landscape and say how they are similar or different. I know how humans change the environment for the benefit of people, such as growing different crops. I know how human activity is having a negative impact on the planet and can explain actions which can change this. I can compare where I live with a place I am studying.	I know how humans have influenced the area we are studying and how they change the landscape for human benefit. I know how human activity is having a negative impact on the planet and can explain actions which can change this. I can relate this to the local area and to areas studied. I know that some of these changes cause pollution and can explain how this pollution impacts. I can identify different forms of energy source and know which are sustainable. I know 3 ways the UK is protecting the environment.	I know that humans exploit the natural resources in the environment in different ways and that some of these ways are more sustainable than others. I know that human activity changes the physical features of the landscape and can identify some of these features in the area being studied. I understand the problems pollution cause for all living things and how the government of the country being studied causes or manages its environmental impact.	I know how the country being studied uses it's natural resources and how these resources are traded with other countries. I know the measures in place locally, nationally and globally to protect the environment and can explain the long term consequences if these measures are not effective/implemented. I can explain how climate change will impact the planet. I understand my personal responsibilities to reduce my negative impact on the environment.	I know that economic exploitation of the natural resources in the environment has more of a negative impact than that which is for human sustenance. I can identify where human activity has changed the landscape and am aware of ways humans have attempted to counteract this with varying degrees of success. I understand the problems pollution causes in the developing and future world and how governments work together to manage this. I understand my role as a member of the global community to address the issues caused by human exploitation of the planet.
Equality and fairness	Is it fair that?	Does everyone live in the same kinds of houses in the place we are studying?	Does everyone live in the same kinds of houses in the place we are studying?	Are people treated fairly in the place we are studying? What is fair trade?	Are people treated fairly in the place we are studying? What is fair trade?	Why do people migrate? What is the impact of immigration/emigration? Why are people treated unfairly in the place we are studying? How have human rights changed and developed over time in the place we are studying?	Why do people migrate? What is the impact of immigration/emigration? Why are people treated unfairly in the place we are studying? How have human rights changed and developed over time in the place we are studying?
	I can talk about why something is fair	I know that there are many different types of houses and that some look very different, both inside and out.	I know that there are rich and poor in every country and the facilities they have in their houses and in the areas they live vary greatly.	"I know if people in the country we are studying are treated fairly as members of the community (both as children and as adult workers) I know what fair trade is and can give examples of fair trade products"	I know how Fair Trade helps communities and why people should try to make an ethical choice when shopping if possible. I know the consequences for workers and their families when Fair Trade standards are not met.	I know that people migrate for economic reasons and for reasons of personal safety. I know that both immigration and emigration have positive and negative impacts on communities. I know that some people are forced to leave their homes as a result of war or persecution and that this is different to economic migrants. I can explain how the country being studied respects or abuses human rights.	I can explain how economic migration benefits the counties receiving immigrants and how countries which respect human rights have a legal responsibility to support those fleeing persecution. I know some countries currently are treating groups of people unfairly and how other countries and organisations are influencing change.
Significant Person	Who is?	Who is ?	Who is ?	Who was...? Why were they important?	Who was...? Why were they important?	Who was...? Why were they important and what impact did they have?	Who was...? Why were they important and what impact did they have?
	I know who ... was	I know who ... is/was and say where they lived	I know who ... is/was, where and when they lived and know 3 thing they did	I know who ... is/was, where and when they lived and can say what they achieved.	I know who ... is/was, where and when they lived and can say how they are important in the field of geography	I know who ... is/was, where and when they lived and can say how they contributed to our understanding of human/physical geography	I know who ... is/was, where and when they lived and can say why they were important in the field of human and physical geography, how they are/were viewed by the government and how their actions have impacted locally and globally..

SKILLS	**Human and Physical**	I can ask and answer geographical questions such as- What is this place like?	I can ask and answer geographical questions such as- What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here? I can suggest ways of looking after the environment.	I can ask and answer geographical questions such as- What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here? I can suggest ways of looking after the environment.	I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world. I can describe how people use natural resources to survive.	I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world. I can compare how people use natural resources to survive.	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.
	Maps	I can follow a simple map. I can use a simple key	I can locate countries and capital cities on a UK map. I can locate the seas surrounding the United Kingdom on a UK map. I can devise a simple map; and use and construct basic symbols in a key	I can locate countries and capital cities of the UK on a world map , atlas or globe. I can locate the seas surrounding the United Kingdom on a world map, atlas or globe. I can devise a simple map; and use and construct basic symbols in a key	I can locate the world's continents and oceans on a given map I can locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on a given map. I can locate counties and cities of the United Kingdom and identify their characteristics including hills, mountains, cities, rivers, key topographical features and land-use patterns. I can use a range of sources such as maps, diagrams, globes, aerial photographs and GIS	"I can locate the world's continents and oceans on a world map, atlas or globe. I can locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on a world map, atlas or globe. I can locate counties and cities of the United Kingdom and identify their characteristics including hills, mountains, cities, rivers, key topographical features and land-use patterns. I can use a range of sources such as maps, diagrams, globes, aerial photographs and GIS	I can locate countries of Europe and their capital city. I can compare the characteristics of different and understand how some of these aspects have changed over time.	I can name and locate countries of Europe and their capital city on a world map, atlas or globe. I can compare the characteristics of different and understand how some of these aspects have changed over time.
	Compass		I can use compass directions and locational language (N,E,S,W)	I can use compass directions and locational language (N,E,S,W)	I can use 8 points of a compass to locate places	I can use 8 points of a compass to locate places	I can use 8 points of a compass to describe routes and when giving directions.	I can use 8 points of a compass to describe routes and when giving directions.
	Fieldwork	I can study the area around me and find some of the key features	I can use simple fieldwork and observational skills to study the geography of school and it's grounds and key features of it's surrounding areas.	I can use simple fieldwork and observational skills to study the geography of school and it's grounds and key features of it's surrounding areas.	I can collect, analyse and communicate a range of data gathered through fieldwork	I can collect, analyse and communicate a range of data gathered through fieldwork	I can use field work to observe, measure, record and present human and physical features in a local area, using a range of methods.	I can use field work to observe, measure, record and present human and physical features in a local area, using a range of methods.

HISTORY POLICY

INTENT

At WPT we believe that every child has the right to access a creative and inspiring History curriculum.

We strive to build critical and reflective thinking in our children through first hand, real life history opportunities whenever possible. These experiences are deeply embedded within the strong skills and knowledge content, driven by our key lines of enquiry such as democracy, the impact of humans and equality.

We need our children to progress through school knowing all that has gone before them, the battles people have fought, the strength of leaders, knowledge of discriminated and persecuted groups such as women and people of colour and through this, gain the compassion to build a better future.

HOW WE INTEND TO REMOVE BARRIERS

LITERACY
Students are exposed to reading through source material for historical context, involving skim reading and contextualising with their historical knowledge. A wide range of books and interactive resources has been made available to all History pupils to support them in reading widely and often outside of the classroom. Literacy misconceptions do not go unchallenged and work is regularly checked for literacy errors allowing pupils to grow in confidence within literacy and access the skills required to be a more able historian.

NUMERACY
Students work chronologically to create timelines and order events.
In KS2 there is some data handling within History through the use of graphs and charts in historical sources.

ORACY
The reading we do within History develops pupils oracy skills as the range of historical sources is vast and students are encouraged to discuss the sources and make inferences from them. Students are expected to present their findings verbally through presentations.

VOCABULARY
Students are given key vocabulary through the use of glossaries, key words in lessons as well as knowledge organisers where appropriate. The reading we do within History develops pupils vocabulary skills as the range of historical sources is vast and students are encouraged to discuss the sources and make inferences from them using key vocabulary.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning and each and every lesson. They will develop recall (what key history facts do we want our children to know). This will lead onto interpretation (can they answer the key questions and explain their thought process). Pupils will then begin to compare periods of history to make links (analysis). We strive to develop critical thinking/divergent thinking, our pupils can explain and think deeply about key events and people in history and their impact of life today. Finally the children will gather their ideas together cohesive and evaluate.

HOW WE FOSTER PERSONAL ATTRIBUTES

In History our curriculum intent embodies that of the school. We are committed to ensuring students have exposure to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility with the SCHOOL way.

History allows students to look at events from our past to help us shape our future. This is done at a local, national and international context, facilitating students' adoption of pride in local and national communities. We aspire for all our students to become avid Historians who demonstrate empathy, tolerance, understanding, aspiration and respect so they are prepared to be active citizens in the local community and beyond.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

History is a subject that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. History is planned as part of cross curricular topics to support links in learning.

Every child at WPT will leave Primary School will a wealth of both History skills and History knowledge that will lead them forward to whatever future they choose.

HISTORY CURRICULUM OVERVIEW

SUBJECT INTENT: We believe History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We believe children should have an understanding of significant people and be able to recognise how the past shapes our future. We aim for it to inspire pupils' curiosity about the past and to know more about the past. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History, common phenomena are identified and discussed. We aim to support pupils to critically analyse different sources of information so that they are able to learn about human achievements and experiences from the past in order to see how these impact upon the world we live in both today and in the future. Clear enquiry questions based around significant comparative elements, shape the learning so that pupils can easily make links from one era to another.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach History through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of enquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

KEY LINES OF ENQUIRY/KNOWLEDGE	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Democracy	Who was...?	Who was in charge?	Who was in charge?	Who was in charge and how did they rule the country?	Who was in charge and how did they rule the country?	Who was in charge, how did they rule the country and what impact did they have?	Who was in charge, how did they rule the country and what impact did they have?
	I know who ...was.	I know who ...was. I know when they lived	I know who ...was. I know where and when they lived and why they were important	I know who .... was and can explain the basic facts about their life.	I know who ... was, where and when they were in charge and can explain how they ruled the country	I know who... was, how they ruled the country and how this impacted on the general public.	I know who... was, can explain how they ruled the country and how this compared to the rule of other leaders in other times/places.
Impact of Humans	What was homelife like in your parent/ grandparents lifetime?	What was homelife like in...? What conflicts happened in...?	What was homelife like in...? What conflicts happened in...?	What was homelife like in .... And how does it compare to...? What conflicts happened in...and why?	What was homelife like in .... And how does it compare to...? What conflicts happened in...and why?	What was the impact of...? On life then/today? What conflicts happened in.... and why? ...and the impact of this on....?	What was the impact of...? On life then/today? What conflicts happened in.... and why? ...and the impact of this on....?
	I know how homelife has changed in living memory.	I know how homelife has changed in living memory and can compare these changes to home life today	I know how homelife has changed and can link these changes to a specific time period.	I know how life changed over time, and can make comparisons and links to periods previously studied. I can explain 3 key facts about a specific conflict studied.	I know how life changed over time, and can make comparisons and links to periods previously studied. I can explain 3 key facts about a specific conflict studied and explain why the conflict happened.	I know how... impacted on ..... and can make comparisons and links to periods previously studied. I know key causes and consequences of .... conflict and how this impacted on the country.	I know how... impacted on ..... and can make comparisons and links to periods previously studied and current events. I know key causes and consequences of .... conflict and how this impacted on the countries involved.
Equality and fairness	Is it fair...?	Is it fair...?	Is it fair...?	Is it fair...?	Is it fair...?	Is it fair...?	Is it fair...?
	I can say if something is fair	I can explain why ... was fair or not fair for children in the past.	I can explain why .... (a specific event) was fair or not fair in the past.	I know how people lived in ..... period and how and why the lives of certain groups of people were unequal	I know how people lived in ..... period and how and why the lives of certain groups of people were unequal . I know that .... campaigned to make life more equal.	I can explain how...caused inequality or equality and how society changed as a result.	I can explain how...caused inequality or equality and how society changed as a result. I can make links between equality issues in different periods and locations and how they relate to... equality issue today.
Significant Person	Who was...?	Who was....?	Who was....?	Who was... and why were they important?	Who was...and why were they important?	Who was...? Why were they important and what impact did they have ?	Who was...? Why were they important and what impact did they have ?
	I know who ... was	I know who ... was and say when they lived	I know who ... was, when they lived and know 3 thing they did	I know who ... was, when they lived and can say why they are important	I know who ... was, when they lived and can say why they were important at the time and today	I know who ... was, when they lived and can say why they were important at the time and how they influence today.	I know who ... was, when they lived and can say why they were important at the time, how they were viewed by the government and how their actions have impacted on society today.

SKILLS	**Chronology**	I can use words and phrases relating to time	I can place events and artefacts in order on a timeline and use the correct historical language	I can place events and artefacts in date order on a timeline and use the correct historical language	I can place key events on a timeline using precise dates	I can place historical events (and specific dates) in chronological order on a timeline	I can place historical events (using dates) in chronological order on a timeline in relation to prior events that we have studied	I can place historical events (using dates) in chronological order on a timeline making links to events we have studied
	Communication	I can describe special events	I can use historical language	I begin to use more precise historical language	I can use appropriate historical vocabulary to communicate my ideas/ knowledge	I can use dates and historical terms to describe and explain historical events	I can use a range of skills (including literacy, numeracy and computing) to communicate comparisons from different historical periods	I can choose how to communicate comparisons from different historical periods
	Sources	I can begin to use a source	I can begin to use different sources to find out about the past and identify the ways the past is represented	I can use a wider variety of different sources to find out about the past and identify the ways the past is represented and begin to present them in different ways	I can use a wide variety of different sources to find out facts and present them in a variety of different ways	I can use a range of historical sources and evidence to gain a more accurate understanding of history	I can select and use the most appropriate source of evidence to gather information	I can select and use the most appropriate source of evidence to gather information and recognise bias
	Vocabulary	I can talk about the past	I can communicate about historical events and significant people from the past	I can communicate about historical events and significant people from the past and begin to present them in different ways	I can use a range of different skills to communicate information about the past	I can use a range of skills (including literacy, numeracy and computing) to communicate information about the past	I can use dates and historical terms to critically analyse historical events	I can use dates and abstract historical terms to critically analyse historical events
	Using Questions	I can ask questions about my families routines and traditions	I can ask and answer questions about t he past	I can ask and answer questions about t he past and begin to use evidence to back it up	I can use evidence to ask questions and find answers to questions about the past	I can ask questions and use a greater variety of evidence to find answers to questions about the past	I can make assumptions and ask questions about historical periods based on evidence	I can make assumptions and ask questions about historical periods based on evidence

COMPUTING POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Computing curriculum is designed to sequence learning and embed the key skills that are required to develop curious students into competent learners.

We believe that computing is an essential part of the curriculum and should be an integral part of all learning. Computing within schools can provide a wealth of rich learning opportunities and transferable skills explicitly within the computing lesson and across other curriculum subjects.

With technology being at the forefront of development in the current digital climate, we believe 'Computational thinking' is a skill children must be taught if they are to be able to participate effectively and safely in this digital world. Computing has deep links with mathematics, science, engineering, and design and technology, and when taught interwoven with one another can provide pupils with a deeper and broader understanding of the digital world in which they live.

At Wickersley Partnership Trust, the core of computing is Computer Science in which pupils are introduced to a wide range of technology, including chrome books, laptops, iPads and interactive whiteboards, allowing them to continually practice and improve the fundamental skills, knowledge and understanding they learn. This ensures they become digitally literate and resilient so that they are able to express themselves and develop their ideas through information and computer technology and have the essential skills and knowledge required to become active participants in an ever advancing digital world.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Computing through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of inquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

HOW WE INTEND TO REMOVE BARRIERS

To ensure high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. Pupils will be able to use ICT Technologies safely and responsibly through accessing the computing curriculum.

The current computing curriculum offers opportunities for Numeracy skills to be developed and oracy skills will be developed through answering questions and engaging in class discussions. Pupils will enhance their literacy skills through the use of technology and develop their confidence in the presentation and development of their learning.

Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that each student develops and learns at a pace and a level that is appropriate for them.

LITERACY
Students are given many opportunities to read widely and often with students directed to technological studies as well as researching independently. Pupils take part in learning opportunities with a range of contexts for reading and writing. These will develop from being supported to independent.

NUMERACY
Numeracy is often found at the heart of the computing curriculum. From developing data handling skills to the creation of complex code and programs. The teaching of these skills will allow for progression and development at the appropriate level for the learner. The computing curriculum will also provide opportunity for pupils to apply prior Numeracy skills to their work and improve and develop these skills in a practical and engaging way.

ORACY
In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff will challenge use of key technological and computing language and will direct pupils towards the correct terminology when appropriate ensuing that this vocabulary is used within lessons.

VOCABULARY
Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key technological vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Pupils are given opportunities to develop their skills for learning in each and every lesson. Engaging starter activities help students to recall the key concepts of prior learning. Our pupils are presented with a variety of experiences and learning opportunities.

The computing curriculum provides opportunities for children to develop a range of skills that can be applied across the curriculum. Pupils will develop and improve creative and critical thinking skills when designing and creating digital media products (posters, interactive slideshows, videos, photography etc.). Throughout the teaching of coding, children will be encouraged to think analytically when debugging algorithms and identifying errors. Through the writing of programming code, pupils will develop logical and computation thinking skills.

Schools will use a range of different resources and software to develop this skills and knowledge, including a range of whole-class, small group and independent sessions where children can learn and apply these skills. Examples of these resources include Laptops, Chromebooks, iPADS and Scratch programming software.

Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Computing, our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with the SCHOOL Way.

Pupils are taught to use ICT equipment safely and responsibly, and the impact of the choices that they make when using technology can have on the wider world. We aspire for all our students to use Computing in a positive and confident way; to demonstrate empathy, tolerance, understanding, aspiration and respect so they are prepared to be active citizens in the local community and beyond. Pupils will develop independence skills by undertaking and completing Digital Media projects. Independence and Resilience skills will also be developed by students learning how to program code. Overall, students will be able to develop fundamental ICT skills which will allow them to become active participants in the current digital world and provide the essential skills required to continue the development of these skills at KS3.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

Computing is a curriculum that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. Computing is planned as part of cross curricular topics to support links in learning.

COMPUTING CURRICULUM OVERVIEW

SUBJECT INTENT: It is vital that curriculum knowledge and skills are not learnt in isolation. We teach ICT through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of enquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS AND KNOWLEDGE	Impact on Humans- Technology in our lives	What is technology?	How does technology help us at home? What is a website?	What technology do we see in our local area? How does it help people? What is a website used for?	How is technology used to improve human life? What is the World Wide Web? How is it used?	Why does technology advance? How is the World Wide Web used/misused? Who makes/maintains websites?	How has technological developed improved/impacted the world? How can you identify a trust worthy website? What are your rights when online?	What world wide issues has technology solved/created? What negative impacts has the ever developing technological world had on the earth? What is copyright? What are your legal/human rights when online?
		I know what technology we use at home and how it helps us.	I know what technology we use at home and school and how it helps us. I know what a website is.	I know that my local area has a range of technology. I know how technology helps people. I understand what a website is.	I know how technology is used to improve human life. I know what the World Wide Web is and how it is used.	I know how technology is used to improve human life. I know why technology advances. I know what the World Wide Web is and how it is used/misuses. I know who makes and maintains websites.	I know how technology has developed and can give an example of how advancements have impacted on the world, including the World Wide Web. I know how to identify trustworthy websites.	I know how technology has developed and can give examples of how advancements have impacted on the world, and the issues they have solved/ created. I know what copyright is.
	Significant People	Who is? Benjamin Franklin - electricity	Who is ? John Logie Baird - first coloured TV Vladimir Kosma Zworykin- first TV	Who is ? Alexander Bell - telephone	Who was...? Why were they important? Robert E.Kahn and Vint Cerf - 'fathers of the internet' Sir Tim Berners-Lee - WWW	Who was...? Why were they important? Bill Gates - Microsoft Steve Jobs and Steve Wozniak - Apple	Who was...? Why were they important and what impact did they have? Alan Emtage - Archie (first search engine) Larry Page and Sergey Brin- Google (most popular search engine)	Who was...? Why were they important and what impact did they have? Charles Babbage - first programmable computer Alan Sugar - Amstrad and IBM
		I know who ... was	I know who ... was and say when they lived	I know who ... was, when they lived and know 3 thing they did	I know who ... was, when they lived and can say why they are important	I know who ... was, when they lived and can say why they were important at the time and today	I know who ... was, when they lived and can say why they were important at the time and how they influence today.	I know who ... was, when they lived and can say why they were important at the time, how they were viewed by society and their impact
	E-safety	I know when to tell an adult when something worrying or unexpected happens while I am using the internet	I know when to tell an adult when I see something unexpected or worrying online. I know why it is important to be kind and polite online.	I can describe the things that happen online that I must tell an adult about. I know why it is important to be kind and polite online and in real life.	I can act appropriately when something worrying or unexpected happens online and report concerns to an adult. I can make positive comments online.	I can use the safety features of websites as well as reporting concerns to an adult. I comment positively and respectfully online.	I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. I can explain the important of communicating kindly and respectfully.	I can support others to protect themselves and make good choices online, including reporting concerns to an adult. I can explain the consequences of sharing too much about myself online. I can explain the consequences to myself and others of not communicating kindly and respectfully.
	Programming	I can use simple instructions to make a floor robot move I can make choices about the buttons and icons, I press, touch or click on.	I can give instructions to my friend and follow their instructions. I can describe what actions I will need to do to make something happen. I can begin to use software/apps to create movement and patterns on a screen.	I can give instructions to my friend and physically follow their instructions. I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I know how to program a robot or software to do a particular task.	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I know how to identify the error in an algorithm.	I can put programming commands into a sequence to achieve more than one outcome. I can create an algorithm that could be used to sequence more complex programs. I can use a variety of tools to create a program. I know how to recognise an error in a program and debug it.	I can refine an algorithm/ program by using repeat command and variables. I can change an input to a program to achieve a different output. I know how to use logical reasoning to select an action.	I can de-construct a problem into smaller steps, recognising similarities to solutions used before. I can use a variable and operators to stop a program. I know how to use logical reasoning to detect and correct errors in an algorithms and programs.

SKILLS AND KNOWLEDGE	**Multimedia/Presentation**	I know how to move objects on a screen I can create shapes and text on a screen I can take photographs/ videos using digital devices	I know how to select the appropriate program to present my work. I can use the keyboard or a word bank on my device to enter text. I can save information to a specific location. I can talk about the different ways in which information can be shown	I know how to use technology to organise and present my ideas in different ways. I can use the keyboard on my device to add, delete and space text for others to read. I can save and open files on the device I use. I use technology to collect information, including a camera, microscope or sound recorder. I can sort different kinds of information and present it to others.	I know how to create, modify and present documents for a particular purpose. I can use a keyboard confidently including short-cut commands.	I know how to combine a mixture of text, graphics and sound to share my ideas and learning for a particular purpose. I can use a keyboard confidently and make use of a spell-checker to write and review my work. I can collect data and organise it in different ways. I can plan, create and search a database.	I know how to use text, photo, sound and video editing tools to refine my work. I can use the skills I have already developed to explore content. I can select, use and combine the appropriate technology tools to create different effects. I can present data in an appropriate way. I can search a database using different operators to refine my search.	I know how to combine a range of media, recognising the contribution of each to achieve a particular outcome. I can use the skills I have already developed to create content using unfamiliar technology. I can select, use and combine the appropriate technology tools to create different effects that will have an impact on others. I can interrogate a database.

RE & ETHICS POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Religion, Philosophy & Ethics curriculum is designed to sequence learning and embed the key skills that are required to develop curious students. There will be clear learning outcomes for all units of work, based on the appropriate expectations/levels as set out in the Sheffield syllabus.
This document provides a framework, which will maximise the strengths of individual teachers and ensure that pupil's receive a high level education in 'Religion, Ethics and Philosophy'. It reflects the needs of pupils in our Trust and also the statutory orders stated in the National Curriculum. Adhering to this, we have selected the Sheffield syllabus for RE, and all our teaching and learning will be focused on this document.

In line with The National Curriculum, our school 'Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.'

We believe that Religion, Philosophy & Ethics helps to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it including their locality. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people and resources.

HOW WE INTEND TO REMOVE BARRIERS

In RE we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition.

Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that students develop their own literacy and vocabulary.

LITERACY
Students are given many opportunities to read widely and often with students directed to Religion, Philosophy & Ethics studies as well as researching independently. Pupils take part in learning opportunities with a range of texts showing the diversity of culture, faith and race for reading and writing. These will develop from being supported to independent.

NUMERACY
Throughout each year of the curriculum students work chronologically to create timelines and order events. Where appropriate religious festivals and events will be recognised and celebrated throughout the year.

ORACY
In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Students discuss and embrace Religion, Philosophy & Ethics related language and staff will direct students towards the correct terminology when appropriate.

VOCABULARY
Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key religious vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each and every lesson. Engaging starter activities help students to recall the key concepts of prior learning. Our aspiring pupils are presented with a variety of experiences and learning opportunities in order to be able to respect and appreciate a range of faiths and non- faiths. They are encouraged to think critically and form tolerant opinions.

The skills for learning process within the Religion, Philosophy & Ethics curriculum both reinforces the key skills and helps our students to know, remember and be able to do more at each stage of the curriculum. Therefore becoming more positive and developing a rounded world view.
Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Religion, Philosophy & Ethics our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way.

Religion, Philosophy & Ethics exposes students to different cultures, languages and experiences that broaden their horizons and demand they think of themselves as members of a local, national and global society. We aspire for all our students to demonstrate empathy, tolerance, understanding, aspiration and respect so they are encouraged to be active citizens in the local community and beyond.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

How we intend to enrich student experiences and broaden the horizons of students
Religion, Philosophy & Ethics is a curriculum that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. Where possible Religion, Philosophy & Ethics is planned as part of cross curricular topics to support links in learning.

RE & ETHICS CURRICULUM OVERVIEW

		EYFS	KS1	LKS2	UKS2
SKILLS & KNOWLEDGE	Celebrations/ festivals	I can listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments. I can listen to songs, music and watch dances from a variety of cultural traditions. I know how to respond to significant experiences showing a range of feelings where appropriate. I know how to respond in a variety of ways to what I see, hear, smell, touch and taste.	I know how to explore stories and celebrations of Easter and Eid ul Fitr, finding out about what the stories told at the festivals mean, e.g. through hearing and working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about festivals. I know how to find out about what different religions and world views do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals, or by Muslim Zakat charitable giving and in generosity to those in need). I know how to notice and talk about the fact that people come from different religions.	I know how to learn about Christian celebrations and commitments by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. I know how to reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all. I know how to make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.	I know how to compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities. I know how to consider why Christians celebrate Jesus' birth: what is the meaning of Christmas? I know how to explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists including celebrations and festivals, using a range of sources of wisdom.
	Myself	I have a developing awareness of my needs, views and feelings and be sensitive to those of others. I know how to listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. I know how to understand that I need to treat others, needs, views, cultures and beliefs with respect. I know how to show sensitivity to others' needs and feelings to form positive relationships.	I know how to express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? How are we all connected? Can hear three moral stories, for example from Christians, Muslims and humanists. I know how to notice and talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different? I know how to ask questions about goodness, and create simple sentences that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean.	I know how to apply ideas of my own by giving reasons for their views about how leaders can provide wisdom and inspiration.	I know how to discuss and apply my own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? I know how to learn from examples of Christian practice and consider the challenges of trying to live a good life.
	Religious stories	I know how to listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. I know how to develop my own narratives in relation to stories I hear from different communities. I know how to answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities.	I know how to retell (for example through drama or in pictures) two different stories about Jesus, considering what they mean. Good examples: Jesus and the Ten Lepers. The Lost Coin. I know how to compare the stories and think about what Christians today learn from the stories. I know how to respond to stories about Jesus, such as the nativity, the Baptism of Jesus, a parable such as the Lost Sheep, a miracle story such as the healing of a blind person. I know how to talk about Islamic stories such as, the 'Prophet and the Ants' and the story of 'The Crying Camel', showing that no matter how small or large animals are they are all important to God and need to be cared for. I know how to identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come. I know how to ask and answer 'who', 'when', 'where', 'how' 'what if...' and 'why' questions about religious stories.	I know how to describe and understand the link between the Bible story of creation and other theories of creation. I know how to experience well told storytelling, and develop their own skills as story tellers in relation to 'great lives' in religious stories. I know how to discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Or are there other explanations for humanity?	I know how to compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities. I know how to consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1 st Surah, the Opening) are seen as sources of wisdom in different communities. I know how to respond thoughtfully to the ideas found in the texts with ideas of my own. I know how to learn about devotion and commitment in Christianity. I know how to consider why Christians celebrate Jesus' birth: what is the meaning of Christmas.
	Places and Symbols	I know how to begin to know about my own cultures and beliefs and those of other people. I know how to talk about similarities and differences between myself and others, among families, communities and traditions.	I know how to learn from visiting sacred places. Linking to English and computing, pupils recount a visit to a local church, mosque or synagogue using digital photographs. I know how to find out about the meanings of symbols for God in the church, mosque or synagogue and suggest meanings for symbols. I know how to find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water, trees or rock. I can use exciting photographs or works of art to stimulate my questions.	I know how to find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using ritual and symbol, praying alone and in groups. I know how to find out more about different forms of worship, prayer and meditation in different communities, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities.	I know how to relate the meanings of symbols and actions used in worship to events and teachings from the religions they study. I know how to pursue an enquiry into local places of worship and beliefs about worship. (The methods of philosophy for children can be used effectively here.)
	Significant People	I can explore, observe and find out about people, places and objects that matter in different cultures and beliefs. I know how to use a wide range of books, poems and other written materials to ignite their interest.	I can give a reason why something/someone is important to me. I can hear and retell three moral stories of key leaders, for example from Christians, Muslims and a non-religious story. I can talk about how leaders make a difference to our lives. I can choose my favourite 'wise sayings' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them.	I can say what/who inspires me and how this influences me. I can describe the lives of some inspirational spiritual and leaders from the modern world. I can understand how key leaders can be sources of wisdom for religious believers. I can apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration.	I can describe how sources of inspiration and influence can make a difference to myself and others. I can respond thoughtfully to a range of sources (religious leaders) of wisdom and to beliefs and teachings that arise from them in different religions. I can explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists, using a range of sources of wisdom.
	Belonging	I can begin to know about their own cultures and beliefs and those of other people.	I can discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all. I can make lists of the different groups to which they belong and consider the ways these contribute to human happiness. I can express creatively (e.g. in art, poetry or calligraphy) their own ideas and responses to questions such as: Who is a Muslim? What is a religion? Who am I? Where do I belong? How can we all get along well?	I can express and communicate my understanding of the challenges of commitment for a Christian person and a Christian community considering 'What difference does believing in Jesus mean to Christians?'	I can use detailed understanding of religious practises such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion. I can discuss and apply my own ideas about ethical questions and human rights issues: what is fair? How do we know what is good? Can we learn from Christian practise?
	Believing	I can begin to know about their own cultures and beliefs and those of other people. I understand that I need to treat others needs, views, cultures and beliefs with respect.	I know about praying in many different ways. I know how to choose between different examples of simple prayers which I think are wise. I know how to talk about what makes the prayers wise, and find out about how and why people pray in different religions. I can think and write creatively and thoughtfully about prayer. I can use key words (e.g. holy, sacred, scripture, festival, symbol, Christian, Muslim, Jew) to present simple ideas about 2 or 3 different religions about which they have learned, perhaps in a collaborative classroom display, class book or in assemblies.	I can express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. I can consider: what difference does believing in Jesus make to Christians? I know how to find out about similarities and differences in Jewish and Muslim prayer and understand how the practices of prayer for Jewish and Muslim people can bring the community together.	I understand how people can be spiritual in their worship. I can understand and explain how and why Muslims and Jews pray. I can investigate the meaning of prayer in these communities, considering questions about who prays and why some people believe God answers their prayers. I can consider the values expressed in prayers for myself, connecting ideas from different religions.

DESIGN TECHNOLOGY POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Design Technology curriculum is designed to sequence learning and embed the key skills that are required to develop curious students into competent designers, engineers, architects and chefs.

We believe that Design Technology prepares children for the rapidly changing world that we live in. It encourages children to exercise their creativity and use of imagination through designing, making and evaluating their work. It stimulates them to become practical problem solvers and thinkers, individually and as part of a team. As we live in a technological world, Design Technology should have a real life purpose and children should be inspired by engineers, designers, architects and chefs.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Design Technology through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of inquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

HOW WE INTEND TO REMOVE BARRIERS

In Design Technology we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition. Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that students develop their own literacy and vocabulary.

LITERACY

Students are given many opportunities to read widely and often with students directed to texts related to Design Technology, as well as researching independently. Pupils take part in learning opportunities with a range of contexts for reading and writing. These will develop from being supported to independent.

NUMERACY

Throughout each year of the curriculum data handling skills are sequenced to become more complex over time. This ensures students build on the fundamental aspects of each one and develop their confidence and understanding.

ORACY

In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff challenge use of technological design related language and will direct pupils towards the correct terminology when appropriate.

VOCABULARY

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key Design Technology vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each and every lesson. Engaging starter activities help students to recall the key concepts of prior learning. Our aspiring designers are presented with a variety of experiences and learning opportunities. They are challenged to think critically and form opinions.

The skills for learning process within the Design Technology curriculum both reinforces the key design skills content and helps our students to know, remember and be able to do more at each stage of the curriculum.

Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Design Technology our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way.

Design and technology is an inspiring, rigorous and practical subject. It allows children to use their creativity and imagination. Pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

Design Technology is a curriculum that is rooted in the wider world of work. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. As a trust, we have developed links with the Advanced Manufacturing Park in order to enable pupils to see a real world context for the subject. Primary schools are developing links with the subject specialist departments in the secondary schools in order to enhance opportunities and inspire pupils to see how the study of Design Technology can lead to future roles in society. Design Technology is planned as part of cross curricular topics to support links in learning.

DESIGN TECHNOLOGY CURRICULUM OVERVIEW

			EYFS	KS1	LOWER KS2	UPPER KS2
KNOWLEDGE		Design	I know how to communicate my ideas through talking.	I know how to design a purposeful and functional product. I know how to communicate my ideas through talking, drawing, templates and mock ups.	I know how to research a design. I know how to communicate my ideas.	I know how to research and develop a design. I know how to communicate my ideas in different ways.
KNOWLEDGE		Make	I know how to use a variety of construction materials. I know which tools to use to shape, assemble and join materials.	I know how to build structures. I know how to use mechanisms such as levers, sliders, wheels and axles. I know how to make models stronger, stiffer and more stable	I know how to strengthen and stiffen and reinforce more complex structures.	I understand how to use electrical systems in my products I understand how to use mechanical systems in my products I know how to combine techniques to create pieces. I can recall a range of stitches I know what a seam allowance is and why it should be used.
KNOWLEDGE		Evaluate	I know how I could improve my model. I know what is good about my model. I know why I have chosen those materials.	I know about existing products. I know how to use my design criteria to evaluate my product.	I know how to investigate and analyse existing products. I know how to evaluate my ideas and products against my own design criteria. I know how to consider the views of others to improve my work.	I know how to analyse the effect of different electrical systems in my products I know how to analyse the effect of different mechanical systems in my products
KNOWLEDGE		Impact of Humans	I know why this product has been made. I know what this product is for.	I know what materials can be recycled and why this is important.	I know how to recycle and what the process of recycling is.	I know why sustainability is important
KNOWLEDGE		Significant Person	I know what an engineer is	I understand what engineering is and the role of an engineer	I understand what the role of an engineer entails	I can describe what an engineer and engineering is and give examples I can explain the effects of engineering on the ever changing world. I can explain how key events and individuals have shaped the world.
SKILLS	FOOD	Key Questions	What does an appealing food product look like? What will you need to make your product? What does your food product taste like?	How can I make my food product appealing? What equipment and ingredients will you need to make your product? What did your product taste like? How could you make it better?	How do I know my design is fit for purpose? How will you work safely and hygienically to make your product? What techniques will you use to make your product?	How do I know if my design is suitable for the intended audience? Which cooking techniques do you need to use?
SKILLS	FOOD	Design	I can decorate a food product to make it appealing.	I can design an appealing food product for myself and others. I can talk about my design.	I can develop the design criteria of an appealing food product that is fit for purpose. I can discuss my design.	I can research and design an innovative , functional and appealing food product that is aimed at specific individual or group. I can discuss my design and make appropriate changes.
SKILLS	FOOD	Make	I can peel and chop foods using the correct equipment. I can use simple tools and techniques competently and appropriately.	I can describe food using my senses. I can use the right tools to cut, peel grate and chop. I can read a scale to measure and weigh out ingredients I can select from and use a range of equipment to perform practical tasks	I can analyse taste, texture, smell and appearance of a range of foods. I can join and combine a range of ingredients. I can work safely and hygienically. I can weigh and measure using scales. I can cut and shape ingredients using tools and equipment. I can join and combine food ingredients by beating, kneading & rubbing in. I can select from and use a wider range of equipment to perform practical tasks accurately	I can analyse taste, texture, smell and appearance of a range of foods. I can join and combine a range of ingredients. I can work safely and hygienically. I can weigh and measure using scales. I can cut and shape ingredients using tools and equipment. I can join and combine food ingredients by beating, kneading & rubbing in
SKILLS	FOOD	Evaluate	I can talk about existing food products. I can talk about my own food product.	I can explore and evaluate existing products. I can evaluate my own design and product.	I can evaluate my design against my design criteria.	I can evaluate and improve my design after product testing.
SKILLS	TEXTILES	Key Questions	Can you create a...? Can you choose an appropriate material for your creation?	Can you design and create a ... for a purpose? What techniques do I need to use?	Can you design and create a prototype of your product? Can you create your design against a certain criteria?	Can you design, create and evaluate a prototype against a criteria and use this to inform and evaluate your final design?
SKILLS	TEXTILES	Design	I can talk about my ideas before I make something. I can talk about the materials I am going to use. I can select the correct tools and techniques.	I can use a design criteria. I can design an appealing product for my self and others to use. I can draw and label my design.	I can research and use this to inform my design. I can create annotated sketches of my design. I can design a product that is fit for purpose.	I can research and develop design criteria to design a product fit for purpose. I can design a product aimed at a specific individual or group. I can generate, develop, model and communicate my ideas through a computer aided design.

			EYFS	KS1	LOWER KS2	UPPER KS2
SKILLS	TEXTILES	Make	I can begin to be interested in and describe the texture of things. I can use tools and techniques appropriately e.g. taking needle for a walk over fabric. I can select tools and techniques needed to shape, assemble and join materials i.e. scissors I can experiment to create different textures. I can use simple tools and techniques competently and appropriately.	I can colour fabrics using paints to print & paint. I can use a template to cut out shapes. I can join fabrics using glue & a running stitch. I can decorate textiles using buttons, beads, sequins, braids & ribbons. I can attach embellishments to create a desired effect using glue and/ or a stitch. I can select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) I can use weaving to create a pattern.	I can create a prototype (using J clothes or other cheap materials). I can use appliqué to decorate by gluing, & stitching. I can create a simple pattern. I can select from and use a wider range of tools and equipment to perform practical tasks accurately I can shape and stitch materials together. I can use basic cross stitch and back stitch. I can colour fabric. I can create weavings using a wide range of textiles, choosing colours for purpose. I can quilt, pad and gather fabric to create a desired effect.	I can use a seam allowance. I can join fabrics using a running stitch, over stitch & back stitch. I can show precision in techniques. I can choose from a range of stitching techniques.
		Evaluate	I can share my creation with others. I can explain the process I have used.	I can use existing products to inform my design. I can evaluate my product against my design criteria.	I can investigate a range of existing products and use this to support my design ideas. I can use design criteria and the views of others to improve my work.	I can investigate and analyse a range of existing products and use this to support my design ideas. I can use existing products to adapt my design.
	CONSTRUCTION	Key Questions	Can you construct...? Can you talk about how you are going to make your construction? Can you draw your design?	Can you draw a design to fit a given design criteria? Can you make a template? Can you choose an appropriate technique to join materials? Can you de-construct a product and explain how it works?	Can you design a product for a specific purpose and user? Can you de-construct a product, explain how it works and use this to influence your own design? Can you redraft your design after discussions with others? Can you choose an appropriate technique from a range of options to join your materials and justify why you have chosen this? Can you incorporate a circuit into your design, where appropriate?	Can you conduct market research? Can you identify a gap in the market? Can you create a design to meet a consumer need? Can you evaluate your product against existing products and explain why your design is innovative? Can you explain your material/assembly/technique/mechanism choices on your design? Can you redraft your design after testing a prototype? Can you suggest improvements to your product after listening to feedback?
		Design	I can talk through my ideas before I make a model. I can think of a simple solution to a known problem I can draw my design and talk about it	I can think of a solution to a known problem. I can draw a simple design and label the key parts of my design I can design a purposeful and functional product for myself and others. I can generate and develop my ideas through talking, drawing, templates and mock-ups. I can communicate my ideas for my design.	I can research to support my design criteria. I can generate and communicate my ideas through discussion, sketches and diagrams. I can think of a solution to a problem and consider the practicality of my design I can design my idea and improve I can label all parts of my design	I can research and develop design criteria to inform the design of innovative and functional products. I can design a product that is fit for purpose. I can think of a practical solution to a problem (known, global, national...) I can generate, develop and communicate my ideas through discussion, annotated sketches, diagrams, prototypes and computer-aided design. I can design my solution and include labels and annotations
		Make	I can use various construction materials to build with. I can join construction pieces together to build and balance. I can construct with a purpose in mind. I can manipulate materials to achieve a planned effect. I can select tools and techniques needed to shape, assemble and join materials I am using. I can use simple tools and techniques competently and appropriately. I can explain how a glue gun is used (by an adult)	I can attach wheels to a chassis using an axle. I can join materials using tape & glue. I can mark out materials using a template I can independently cut wood/dowelling using a hacksaw and bench hook I can use a glue gun with close supervision (one to one). I can fold, tear & cut paper and card. I can roll paper to create tubes. I can cut along straight lines and curved lines. I can create hinges I can use tape and glue to create temporary joins, fixed joins, & moving joins. I can use a hole- punch. I can select from and use handsaws to perform practical tasks (for example cutting, shaping, joining and finishing	I can create a shell or frame structure, strengthening with diagonal struts. I can measure and mark a square section & dowelling to the nearest cm. I can use a glue gun with close supervision I can cut slots. I can cut internal shapes. I can use lolly sticks/ card to make levers and linkages. I can select from and use a wider range of tools and equipment to perform practical tasks accurately such as handsaws, craft knife (under supervision) I can use 'jigs; to help measure. I can work safely. I can use a simple circuit in a model.	I can use a bradawl to mark hole- positions. I can use a hand drill to make tight holes & loose holes. I can cut accurately to 1mm: strip wood, dowel & square section. I can build frameworks using a range of materials: wood, card, corrugated plastic. I can use a glue gun with close supervision. I can cut accurately and safely to a marked line. I can use a craft knife, cutting mat and safety ruler under one to one supervision (if appropriate). I can make a model using multiple pieces/parts with a moving element. I can use an increasingly more complex circuit in a model
		Evaluate	I can talk about my model. I can say how I could make my model better.	I can explore and evaluate a range of existing products. I can evaluate my ideas and products against design criteria.	I can describe my idea and how it solves the problem	I can describe and explain my idea, how it works and how it solves the problem I can analyse my design and identify/resolve design faults

		EYFS	KS1	LOWER KS2	UPPER KS2
EXEMPLIFICATIONS	Food	Buns, Biscuits, Fruit Salads, Sandwiches, Smoothies, Stir Fry, Pancakes, Porridge, Bread (Little Red Hen), Soup,	Buns, Biscuits, Fruit Salads, Sandwiches, Smoothies, Stir Fry, Bake Off,	Pizza, Pie, Cooked Meals, Food From Other Cultures,	Design and Cook a Menu, Cater for Dietary Needs, Cook for a Specific Audience, Design a Product to Sell for Enterprise
	Textiles	Waterproof Shelters, Stockings, Weaving, Umbrella, Storybook Character Clothing, Puppets	Purses, stuffed animals, Merchandise,	Clothing, Tapestry, Rugs, Blankets, Velcro Fastenings	Clothing With More Than One Pattern Piece, Zipped Clothing, Button Fastenings
	Construction	Workshop, Homes, Beds, Cars, Community Buildings,	Cars, Pulleys, Moving Picture Sliders,	Bridges, Motorised Vehicle's, Toys, Board Games,	Moon Buggies, fairground rides, robots, lighthouses, simulations

ART POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Art and design curriculum is designed so that progressive skills are taught throughout EYFS up to Year 6. We want all children to see themselves as artists and designers and we aim to equip them with the skills and knowledge in order for them to feel this. We believe that Art and design stimulates creativity and imagination. This policy has been established to address the National Curriculum for Art and Design KS1, KS2 and the Early Years Foundation stage curriculum documents. 'Art' should be interpreted as 'art, craft and design' and artists should be interpreted as artists, crafts people and designers throughout all documentation. The Art and Design policy follows whole school guidance on the curriculum and how it is managed, organized, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, behaviour and discipline, special educational needs, inclusion and equal opportunities.

We believe that Art and design within the trust schools provides a visual, tactile and sensory experience and a special way of understanding and responding to the world and involving our local community. It enables children to communicate what they see, feel and think through immersion, by creatively looking into colour, texture, form, pattern and space. It gives children the opportunity to explore materials and artistic processes, providing a sense of calm, of achievement and success at all levels.

Throughout the Trust, we aim for the children to become involved in shaping their own immersive learning environments through art and design activities. They learn to make informed judgements with aesthetic and practical decisions. The children explore ideas and meanings through the work of artists and designers. Through learning about the basic skills, roles and functions of art, they can explore the impact it has had on contemporary life and that of modern, historic times and cultures. The children within the settings learn to appreciate and gain enjoyment of the visual arts and the impact that art has to enrich our lives.
It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Art and design through the progression of skills and knowledge, both of which are planned in a sequential document. We include in this key lines of inquiry to develop links across the curriculum, as well as to the bigger concepts that drive our curriculum intent.

VISION STATEMENT

A successful Artist at Wickersley Partnership Trust is:
- Enthusiastic about Art
- Enjoys the creativity that Art allows
- Is able to appreciate the work of other artists
- Is able to evaluate their own work and suggest ways to improve
- Is keen to develop and refine their skills
- Is able to demonstrate a range of skills, handle tools and media, with confidence
- Is able to apply their knowledge and understanding of Art to their own work.

HOW WE INTEND TO REMOVE BARRIERS

In Art and Design we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition. Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that students develop their own artistic literacy and vocabulary. A progressive vocabulary list forms part of the long term planning document. Key artistic vocabulary is displayed in all settings.

AIMS
- To follow a skills-based curriculum that installs confidence, enthusiasm and creativity and boosts the imagination
- To develop and refine their skills in handling tools and media, with confidence.
- To record from first-hand experience and from imagination, and to select their own ideas to use in their work
- To develop and master increasing confidence in the use of visual and tactile elements and materials
- To improve abilities to control materials, tools and techniques
- To increase their critical awareness and be able to evaluate their own work and make suggestions of ways to improve it
- To appreciate the work of many different artists within the different roles and purposes of art and design from modern and historical times and cultures
- To foster an enjoyment and appreciation of the visual arts throughout the years and gain a knowledge of artists of new and old including craftspeople and designers.

TO PROVIDE ALL CHILDREN WITH A BROAD AND BALANCED EDUCATION:
- Encourage the use of ICT and multimedia to communicate and explore ideas
- Ensuring that every child should experience at least one visit to an art gallery during their time at Wickersley Partnership trust.
- Learn about art and the appreciation of the work of other artists and crafts people from different times and cultures.
- Develop children's ability to observe, investigate, respond to and record the world around them through a variety of forms and media.
- Make increasingly informed and creative choices of media, tools and techniques for a given purpose for example, painting, collage, print making, digital media, textiles, sculpture.
- Develop their visual language and the ability to express their ideas and feelings in order to evaluate their own work and that of others such as sculptors, photographers, architects, textile designers, computer animators, typographers.
- Deliver the National Curriculum by integrating the elements of art with the processes and practices of creative curriculum to provide a broad and balanced art teaching.
- Train children in the safe and appropriate use and maintenance of tools and techniques in accordance with health and safety requirements.

LITERACY
Art contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think

and feel about them.

NUMERACY
Art contributes to the teaching of mathematics in our settings by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

ORACY
In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff challenge the use of skills and artist related language and will direct pupils towards the correct terminology when appropriate.

VOCABULARY
Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key Art and design vocabulary is highlighted to the pupils and pupils are guided to use this in their work. Key Art vocabulary is displayed in all classrooms.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP
Art feeds into the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT
The teaching of art offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.
How we develop skills for learning

NATIONAL CURRICULUM CONTENT

FOUNDATION STAGE
The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The children's learning experiences includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

Expressive art and design. Exploring and Using Media and Materials.
EYFS children should be taught:

30-50 months
- To explore colour and how colours can be changed.
- To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.
- To begin to be interested in and describe the texture of things

40-60 months
- To explore what happens when they mix colours.
- To experiment to create different textures.
- To understand that different media can be combined to create new effects.
- To manipulate materials to achieve a planned effect.
- To construct with a purpose in mind, using a variety of resources.
- To use simple tools and techniques competently and appropriately.
- To select the appropriate resources and adapt work where necessary.
- To select tools and techniques needed to shape, assemble and join materials they are using.

ELG Creating with Materials
Children at the expected level will:
- Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations explaining the process they have used

Being Imaginative.
30-50 months
- To develop a preference for forms of expression.
- To notice what adults do imitating what is observed and then doing it spontaneously when the adult is not there.
- To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
- 40-60 months
- To create simple representations of events, people and objects.
- To choose particular colours to use for a purpose.

KEY STAGE 1
Pupils should be taught:
- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KEY STAGE 2
Pupils should be taught
- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Art and Design our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way. The Trust schools use a variety of teaching and learning styles in art and design lessons. Our main aim is to develop the children's knowledge of basic skills needed to develop in art and design.

With this, the trust aims for our schools to ensure that we encourage the fluidity of a full curriculum approach to art and design by exploring and developing ideas, critiquing and evaluating, to develop and progress the learning. We do this, through a mixture of whole-class teaching and individual/

group activities. Teachers should draw attention to good examples of individual performance as models for the other children. As well as working alongside children to give critique and steps forward towards success. We encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of high-quality materials and resources, including ICT.

The Art curriculum is conscious of the learning and participation of all students. Teaching is planned with this in mind and any extra support should be provided to pupils if they need it. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Regular assessment of pupil needs and understanding plays a vital role here as does the provision of appropriate resources. The Internet and our IWB offer a wealth of materials that can be matched to suit individual or group needs, enabling all pupils to develop their skills and understanding.

Within the trust we recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses; Use a variety of approaches that are matched to the activity and the ability of the children.
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges with different resources;
- Using additional adults to support the work of individual children or small groups. Special Educational needs children need to be catered for in the planning of the program to support all children to have their confidence and their self-esteem raised.
- Children must be given the opportunity to examine exhibits, artefacts, historical buildings of interest.
- Clearly identify whether the art activities are exclusively art, or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work. When children are undertaking activities that are directly related to another element of the curriculum, they should be aware that the session is an art investigation and that they are therefore, focusing upon art skills.
- Clear links between art and design technology provide opportunity to develop the children's ICT. capabilities.
- Ensure s that issues of Health and Safety are always addressed in the planning and delivery of the art curriculum.
- The planned program must encourage the children's development of personal and social skills, be fully inclusive and give equal opportunities for pupils to access learning.
- Children must be encouraged to work individually, in pairs, small groups and as a whole class when required.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

The Art curriculum lead and individual school teams are responsible for ensuring that both Art and DT are well planned and link to the topics being covered for each half term. This will ensure equal distribution of Art and DT and progression in the skills of pupils being developed. The art subject leaders are encouraged to keep evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year of the school. The staff meet regularly to review and celebrate individual evidence of children's work.

The monitoring of the standards of children's work and of the quality of teaching in art is the responsibility of the art leader. The work of the subject leader also involves supporting colleagues in the teaching of art, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art subject leader gives the Head Teacher and Governors an annual summary report in which together they will evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.

Teachers analyse pupil's progress against the cross curricular skills ladders at the end of each school year to complete the annual report to parents. Teachers will carry out informal ongoing assessment to ensure continuity, progression and achievement in Art. A summative assessment of children's progress in Art over the year is provided in their end of year report. Along with this, a collection of work and sketchbooks, which is carried through into the next academic year, shows children's achievement in art. Staff will also be encouraged to record photographic evidence of pupils work in sketchbooks.

SKETCHBOOKS

Sketchbooks are used in EYFS through to Year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes, including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. All year groups use a sketchbook that is similar in format.

The contents of the sketchbook could include:

- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record a basic skills development
- Photograph and other illustrative material to support ongoing work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit, packaging, advertisements, posters, photographs
- Details of something that will be drawn or painted in entirety
- ICT prints and image manipulations

DISPLAYS

Wickersley partnership trust aims for the learning environment are:

- To value and enhance children's work
- Reflect the vision and aims of the school towards excellence
- To celebrate achievement
- To increase children's self-esteem and pride in their work
- To motivate children by setting high standards to which they can aspire
- To create a stimulating teaching and learning environment
- To encourage aesthetic awareness and a positive attitude to our school environment
- To arouse curiosity, pose questions and stimulate enquiry
- To reflect and value different levels of achievement and cultural backgrounds
- To inform and inspire parents, carers, governors, teachers and visitors to the school.

Individual teachers are responsible for the learning environment within their own classroom and designated areas.

A display should always have one or more of these specific purposes in mind:

- To stimulate interest in a theme
- To introduce, summarise or reinforce knowledge and skills
- To celebrate children's work.

Displays should include:

- Information (pictures, reference materials, word banks, etc to encourage interaction and enquiry)
- A clear title and brief summary about the learning.
- Process evidence (stimulus material, evidence of the work's evolution)
- Outcomes (final results).
- Captions and questions to engage the audience about the learning
- Clear labels and headings to indicate the title of the work and which subject or topics it is related to
- Information about the process involved
- The year group of the children (when outside the individual classrooms).

ICT

The ICT team ensure that the computers in school have a range of graphic software, including 'paint', Tux paint, clip art facilities, with access of a scanner and a digital camera, ipads and notebooks. Schools have full Internet access that can be used to find images for our artwork, with appropriate supervision and parental consent. ICT is incorporated within the art curriculum wherever relevant. Every classroom has an Interactive White Board and will be used to model and demonstrate art programs. It also has many other uses, such as: showing photographs of school trips or artefacts, scanning and showing examples of children's work.

EXTRA-CURRICULAR ACTIVITIES IN ART AND DESIGN.

The Trust is fully committed to providing quality study to support experiences for all pupils aged 6 and over, outside the classroom and directed teaching time. Each term a varied menu of clubs, workshops and activities are offered which include art and design. The whole ability range is catered for within this extra-curricular provision from children with Special Educational Needs to those who are more able.

RESOURCES

The Art budget is now ..... and is available for purchasing materials. These materials are distributed among the year group leaders for their classes. Budget information and resource needs are reviewed on a yearly basis.

Resources include: -

- We provide a list of equipment needs to ensure all schools have access to quality resources.
- We have a bank of resources to go alongside our cross-curricular History and Geography art projects and have access to borrowing artefacts for projects from the community of schools.
- We use the local environment for visual stimulus and for observational drawing work, for example the school grounds (buildings, trees, plants, flowers, insects) the surrounding houses, shops and local landmarks.
- We use visitors and visits, trips outside the local area as an opportunity to use as starting points for children's work.
- The school library has a wide range of books for both teachers and pupils to refer to and use in the classroom to support their work.

ART CURRICULUM OVERVIEW

SUBJECT INTENT: Every child is genuinely born an artist. We believe children should be provided with the best quality art materials from the earliest age in order to explore the characteristics of a range of media and develop and extend skills when creating art in both 2 and 3 dimensions. Our Art, craft and design curriculum should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment and invent, drawing on past experiences and the wonder of nature to explore the possibilities of human creativity. Children will find out about the work of other artists and designers and learn how they have shaped and reflected our history, and impacted on the culture and creativity of the world in which we live. Every child has the right to feel successful as an artist and have their unique ideas and thoughts valued. Our Art and Design Curriculum enables pupils to be risk takers, critical thinkers and reflectors - skills which will have a positive life-long impact. Our role in teaching and developing the skills in Art is vital in order for children to keep seeing themselves as artists as they grow up.

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ART AND DESIGN - MASTERING TECHNIQUES - SKILLS AND KNOWLEDGE	**Drawing**	Use pencils, crayons and pastels to create simple representations of events, people and objects.	Draw lines of different size and thickness. Show pattern and texture by adding dots and lines. Show different tones by applying pressure using pencil, charcoal, oil and chalk pastel. Start to hatch and cross hatch when shading.	Draw lines of different size and thickness. Show pattern and texture by adding dots and lines. Show different tones by applying pressure using pencil, charcoal, oil and chalk pastel. Start to hatch and cross hatch when shading.	Use different grades of pencil to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no rubber). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.	Use different grades of pencil to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no rubber). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.	Use a range of drawing materials to add interesting effects such as reflections, direction of sunlight, shadows. Use a choice of techniques to depict movement and perspective. Choose a style of drawing suitable for the work e.g. realistic/ impressionistic. Use lines to represent movement.	Use a range of drawing materials to add interesting effects such as reflections, direction of sunlight, shadows. Use a choice of techniques to depict movement and perspective. Choose a style of drawing suitable for the work e.g. realistic/ impressionistic. Use lines to represent movement.
	Equipment/ *Vocabulary*	Artist's Dictionary, Black pen, 4B pencil, charcoal, oil pastel, Chalk pastel ***Line, pattern, texture, shape, form, space***	Artist's Dictionary, Black pen, 4B pencil, charcoal, oil pastel, chalk pastel ***Line, pattern, texture, shape, form, space, tone, hatch, cross hatch***	Artist's Dictionary, Black pen, 4B pencil, charcoal, oil pastel, chalk pastel ***Line, pattern, texture, shape, form, space, tone, hatch, cross hatch***	Artist's Dictionary and Sketchbook, Black pen 4B, 8B pencils, charcoal, oil pastel, chalk pastel ***Line, pattern, texture, shape, form, space, tone, hatch, cross hatch, light, shade, angle, scale***	Artist's Dictionary and Sketchbook, Black pen 4B, 8B pencils, charcoal, oil pastel, chalk pastel ***Line, pattern, texture, shape, form, space, tone, hatch, cross hatch, light, shade, angle, scale***	Artist's Dictionary and Sketchbook, Black pen 4B, 8B pencils, charcoal, oil pastel, chalk pastel, Pen and ink ***Line, pattern, texture, shape, form, space, tone, hatch, cross hatch, light, shade, perspective, scale, angle, proportion***	Artist's Dictionary and Sketchbook, Black pen 4B, 8B pencils, charcoal, oil pastel, chalk pastel, Pen and ink ***Line, pattern, texture, shape, form, space, tone, hatch, cross hatch, light, shade, perspective, scale, angle, proportion***
	Painting	Explore what happens when they mix colours. Experiment with paint to create different textures. Choose colours for a purpose. Explore how colours can be changed.	Use thick and thin brushes. Mix primary colours to make secondary colours. Add white to colours to make tints. Add black to colours to create tones. Create colour wheels.	Use thick and thin brushes. Mix primary colours to make secondary colours. Add white to colours to make tints. Add black to colours to create tones. Create colour wheels.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.	Lightly sketch before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world according to topic. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to create mood. Use brush techniques and paint consistency to create texture.	Lightly sketch before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world according to topic. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to create mood. Use brush techniques and paint consistency to create texture. Start to develop a personal style.
	Equipment/ *Vocabulary*	Powder paints (brilliant red, blue, yellow, black and white), 6 well pallet, clear water pot, mummy, daddy, baby brush, Try out paper ***Colour, line, pattern, texture, shape, form, space***	Powder paints (brilliant red, blue, yellow, black and white), 6 well pallet, clear water pot, mummy, daddy, baby brush, Try out paper ***Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours, tints, tones***	Powder paints (brilliant red, blue, yellow, black and white), 6 well pallet, clear water pot, thick, medium, and fine brush, Try out paper ***Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours, tints, tones***	Powder paints (brilliant red, blue, yellow, black and white), artists pallet and water pot, thick, medium and fine brush, try out paper, Water colour paints ***Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours,tertiary colours, tints, tones, mood, cold, warm***	Powder paints (brilliant red, blue, yellow, black and white), artists pallet and water pot, thick, medium and fine brush, try out paper, Water colour paints ***Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours,tertiary colours, tints, tones, mood, cold, warm***	Powder paints (brilliant red, blue, yellow, black and white), artists pallet and water pot, thick, medium and fine brush, try out paper, Water colour paints, Acrylic paints ***Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours,tertiary colours, tints, tones, mood, opaque, transparent, hue***	Powder paints (brilliant red, blue, yellow, black and white), artists pallet and water pot, thick, medium and fine brush, try out paper, Water colour paints, Acrylic paints ***Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours,tertiary colours, tints, tones, mood, opaque, transparent, hue***
	Sculpture	Construct with a purpose in mind using a variety of resources e.g. box modelling equipment. Manipulate material such as clay to achieve a planned effect. Join construction pieces together to build and balance.	Use a combination of shapes and materials including rolled up paper, straws, card, boxes and clay. Use them to create lines and textures. Use techniques such as rolling, cutting, moulding and carving using tools and equipment.	Use a combination of shapes and materials including rolled up paper, straws, card, boxes and clay. Use them to create lines and textures. Use techniques such as rolling, cutting, moulding and carving using tools and equipment.	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include textures. Mould, shape and carve clay, adding materials to provide interesting detail.	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include textures. Mould, shape and carve clay, adding materials to provide interesting detail.	Show life-like qualities and real-life proportions or if more abstract provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks such as wire or moulds to provide stability and form.	Show life-like qualities and real-life proportions or if more abstract provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks such as wire or moulds to provide stability and form.
	Equipment/ *Vocabulary*	Box modelling equipment Range of joining materials, Clay, Clay tools, Natural materials, Atelier resources ***Mould, roll, shape, assemble, build, balance, join, attach, potters glue***	Box modelling equipment, Range of joining materials, Clay, Clay tools, Natural materials, Atelier resources ***Mould, roll, shape, assemble, build, balance, join, attach, potters glue, fold, 3D, overlapping, solid, stacked***	Box modelling equipment, Range of joining materials, Clay, Clay tools, Natural materials, Atelier resources ***Mould, roll, shape, assemble, build, balance, join, attach, potters glue, fold, 3D, overlapping, solid, stacked***	Clay, Clay tools, Natural materials, Atelier resources ***Mould, roll, shape, assemble, build, balance, join, attach, potters glue, fold, 3D, overlapping, solid, stacked***	Clay, Clay tools, Natural materials, Atelier resources ***Mould, roll, shape, assemble, build, balance, join, attach, potters glue, fold, 3D, overlapping, solid, stacked***	Clay (terracotta and grey), Clay tools, Clay slip ***Glass beads, embellishing materials Form, space, 2D, 3D, Solid, regular, irregular, rounded, curved***	Clay (terracotta and grey), Clay tools, Clay slip ***Glass beads, embellishing materials Form, space, 2D, 3D, Solid, regular, irregular, rounded, curved***
	Printmaking	Use printmaking techniques such as sponge printing/ block printing to create and recreate patterns on paper and fabric. Create simple relief prints using polyblock, handling rollers correctly.	Use repeating or overlapping shapes. Mimic print from the environment e.g. wallpapers. Use objects to create prints such as fruit and vegetables. Press, roll, rub and stamp to make prints on paper and fabric.	Use repeating or overlapping shapes. Mimic print from the environment e.g. wallpapers. Use objects to create prints such as fruit and vegetables. Press, roll, rub and stamp to make prints on paper and fabric.	Print layers of two or more colours. Replicate patterns observed in natural or built environments. Make own printing blocks (e.g. coiled string on card). Make precise repeating patterns.	Print layers of two or more colours. Replicate patterns observed in natural or built environments. Make own printing blocks (e.g. coiled string on card). Make precise repeating patterns.	Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.	Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.
	Equipment/ *Vocabulary*	Range of materials to print with including man-made and natural materials, Polyblock, rollers, printing ink, ink trays ***Print, pattern, repeat, shape, colour***	Range of materials to print with including fruit and vegetables, embossed wallpaper, rollers, printing ink, ink trays, polyblock ***Print, relief, repeat, opposite, line, colour, pattern, shape***	Range of materials to print with including fruit and vegetables, embossed wallpaper, rollers, printing ink, ink trays, polyblock ***Print, relief, repeat, opposite, line, colour, pattern, shape***	**Child Made Printing blocks, natural materials, printing inks for children to mix and create own tints and tones** ***Repeat pattern, print relief, tones, tints, shades, effect, symmetrical, uniform***	Child Made Printing blocks, natural materials, printing inks for children to mix and create own tints and tones ***Repeat pattern, print relief, tones, tints, shades, effect, symmetrical, uniform***	Range of materials to print from including polyblock (layer with shaped paper to change the effect) Printing inks to mix own tints and tones, revisit prints, add other visual elements ***Positive, negative, overlap, overlay,motif, effect, impression***	Range of materials to print from including polyblock (layer with shaped paper to change the effect) Printing inks to mix own tints and tones, revisit prints, add other visual elements ***Positive, negative, overlap, overlay,motif, effect, impression***
	Develop ideas	Explore a range of 2D and 3D materials finding out about their qualities and possibilities.	Respond to ideas and starting points via topic. Explore different methods and materials as ideas develop	Respond to ideas and starting points via topic. Explore different methods and materials as ideas develop	Respond to ideas and starting points via topic. Explore different methods and materials as ideas develop	Develop ideas from starting points throughout the curriculum. Collect information in sketchbooks. Adapt and refine ideas as they progress. Comment on artworks using visual language.	Develop ideas from starting points throughout the curriculum. Collect information in sketchbooks. Adapt and refine ideas as they progress. Comment on artworks using visual language.	Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information and present ideas imaginatively in a sketchbook. Use the qualities of materials to enhance ideas. Comment on artworks with a more fluent grasp of visual language.

MUSIC POLICY

INTENT

At Wickersley Partnership Trust we aim to ensure our music curriculum is designed to sequence learning, through the progression of skills and knowledge, and embed the key skills that are required to develop their interest in Composing, Performing, Listening and Appraising.

The curriculum is designed to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. It develops an awareness of different genres and cultures and enables students to work independently or as part of a group. Musical knowledge, understanding and skills provide the frameworks and approaches that explain how music has developed over time. We aim to ensure that pupils develop a competence in reading musical notation and using this whilst developing a competence with key instruments. Each phase focuses on a particular instrument and students have the opportunity to progress to the next level of musical excellence.

Students have the opportunity to explore music performance and composition through the use of music technology.

HOW WE INTEND TO REMOVE BARRIERS

In music we ensure there is a safe and supportive learning environment for pupils to create, explore and perform. Each lesson is differentiated to enable all students to access the music curriculum which allows them to develop their musical abilities. We support children who are less confident and encourage them to flourish.

LITERACY
Through the music curriculum students are given the opportunity to make connections between print and spoken words. Students experiment with rhythm, words, tempo, and melody to support skills in reading aloud.

NUMERACY
Throughout each year of the curriculum notation is used for composing and performing which become more complex over time. This covers patterns, rhythmic values which are measured in fractions in relation to a time signature indicating note values and measures of time. Music technology lessons cover the science of sound which involves the frequency of vibrations (Hz) per second.

ORACY
From FS1 to KS4 students are given many opportunities and are encouraged to talk about their learning and opinions. Students regularly give verbal feedback when appraising music or evaluating a performance using the inter-related dimensions of music.

VOCABULARY
Students are introduced to a wide range of musical vocabulary linked to the inter-related dimensions of music. Students develop a sufficient understanding of the key vocabulary and have regular opportunities to reinforce their understanding when discussing and appreciating a range of outstanding musical pieces throughout history or interpreting written music.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their musical skills in each lesson and each scheme of work covers performing, composing and listening and appraising skills. These skills are revisited regularly through a variety of experiences and learning opportunities such as the reading of notation, exploring sounds, performing both alone and with others, music theory and a wide range of music styles and genres.

The development of skills are sequential and challenging and helps students move to the next stage of the curriculum.

Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

Through the enjoyable act of making music, we foster important social and emotional skills, such as self-regulation, self-confidence, leadership skills, social skills, socio-emotional intelligence and the curriculum demands independence, resilience and responsibility.

Within the curriculum, music exposes students to music and language from around the world and other cultures.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

We are committed to ensuring students understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. We aim to widen children's experiences beyond that which they may gain at home.

As part of our cultural capital experiences students are given the opportunity to perform in the wider community.

MUSIC CURRICULUM OVERVIEW

		EYFS	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
SKILLS AND KNOWLEDGE	TOPIC 1	**SINGING** **Musical learning focus** Learning to sing along with nursery rhymes and action song Learning Outcomes. I know how to sing a variety of songs. I know how to recall a variety of songs. I know how to follow a lead.	**MINIBEASTS** **Musical Learning Focus** All the learning in this unit is focused on rhythms and notation. This is done through singing, clapping and performing rhythms from memory and notation. **Learning Outcomes** I know how to sing in tune throughout songs and pitch match. I know how to make and change sound on instruments using long and short sounds, understanding their differences. I know how to use symbols to record long and short sounds. I know how to perform to my class peers.	**CHINESE** **Musical Learning Focus** Perform, listen to and compose music from different cultures **Learning Outcomes** I know how to sing expressively. I know how to compose using the pentatonic scale. I know how to perform simple rhythms and melodic patterns on an instrument from memory. I know how to compose patterns	**INSTRUMENTAL** **Musical Learning Focus** Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument **Learning Outcomes** I know how to perform simple rhythmic and melodic patterns on an instrument from notation. I know how to develop my performance through practice and feedback. I know how to interpret simple notation
	TOPIC 2	**SINGING** **Musical learning focus** Learning to sing along with nursery rhymes and action song Learning Outcomes. I know how to sing a variety of songs. I know how to recall a variety of songs.. I know how to follow a lead.	**MUSICAL STORIES / PERFORMANCE SKILLS I** **Musical Learning Focus** Use their voices expressively and creatively by singing songs as part of a musical story. **Learning Outcomes** I know how to perform to my class peers. I know how to make up my own movement in response to different tempos. I know how to sing in tune through songs and pitch matching. I know how to take a lead in a group performance	**SEA SHANTIES** **Musical Learning Focus** Perform, listen to and compose music from different traditions **Learning Outcomes** I know how to sing expressively (musical elements) dynamics. I know how to lead a group in performance. (Small). I know how to perform to school peers using vocal and/or physical expression.. I know how to identify the strong beat in different pieces of music	**INSTRUMENTAL** **Musical Learning Focus** Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument **Learning Outcomes** I know how to perform simple rhythmic and melodic patterns on an instrument from notation. I know how to develop my performance through practice and feedback. I know how to interpret simple notation
	TOPIC 3	**MY STORIES** **Musical learning focus** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. Learning Outcomes. I know how to sing a variety of songs.. I know how to perform sounds	**BOOMWHACKERS** **Musical Learning Focus** Play tuned (boomwhackers) instruments musically **Learning Outcomes** I know how to perform to my class peers. I know how to improve my performance by practising.	**ROUNDS** **Musical Learning Focus** Learn to sing and to use their voices through the inter-related dimensions of timber and structure. **Learning Outcomes** I know how to take part in 2 part songs. I know how to improve my performance by practicing based on feedback	**INSTRUMENTAL** **Musical Learning Focus** Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument **Learning Outcomes** I know how to perform simple rhythmic and melodic patterns on an instrument from notation. I know how to develop my performance through practice and feedback. I know how to interpret simple notation
	TOPIC 4	**REFLECT, REWIND AND REPLAY** **Musical learning focus** Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. Learning Outcomes. I know how to sing a variety of songs. I know how to tap out simple repeated rhythms.	**HARVEST PRODUCTION** **Musical Learning Focus** Use their voices expressively and creatively by singing songs as part of a musical story. **Learning Outcomes** I know how to perform to my class peers. I know how to make up my own movement in response to different tempos. I know how to sing in tune through songs and pitch matching. I know how to take a lead in a group performance	**BOOMWHACKERS** **Musical Learning Focus** Learn how to play musical instruments with increasing accuracy and control. Use and understand other musical notations through performances on the instrument **Learning Outcomes** I can perform to my class peers. I know how to improve my performance by practising	**FRESH PRINCE OF BEL AIR** **Musical Learning Focus** Develop an understanding of musical composition, organising and manipulating ideas within musical structures through the genre of Rap. Perform in solo and ensemble contexts with expression. **Learning Outcomes** I know how to identify the elements of music in different pieces of music and compare similarities and differences. I know how to identify the purpose of the music. I know how to compose a rhythmic and melodic piece. I know how to reflect on my composition using some specific terminology.
	TOPIC 5	**ME** **Musical learning focus** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. Learning Outcomes. I know how to sing a variety of songs. I know how to tap out simple rhythms.	**RHYTHM AND PULSE** **Musical Learning Focus** Use their voices expressively and creatively speaking chants and rhymes focusing on pulse and rhythms. **Learning Outcomes** I know how to make up my own movement in response to different tempos. I know how to use my body and voice to make sounds - using musical elements.	**THREE LITTLE BIRDS** **Musical Learning Focus** Use their voices expressively singing in the reggae style Play tuned and untuned instruments musically to add to the song. **Learning Outcomes** I know how to sing in tune through songs and pitch matching. I know how to make patterns with sounds – using musical elements. I know how to perform to my class peers	**JAZZ** **Musical Learning Focus** Appreciate and understand a Jazz music. Learn to improvise using the Blues scale / chord sequence. **Learning Outcomes** I know how to compose melodic phrases. I know how to identify syncopated beats. I know how to reflect on my compositions using some specific terminology. I know how to take part in 3 part songs
	TOPIC 6	**EVERYONE** **Musical learning focus** Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. Learning Outcomes. I know how to sing a variety of songs. I know how to explore different sounds.	**BANANA RAP** **Musical Learning Focus** All the learning in this unit is focused around two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style). **Learning Outcomes** I know how to identify a change in beat. I know how to identify the simple elements of music. I know how to sing in tune through songs and pitch matching. I know how to use my body and voice to make sounds	**GLOCKENSPIEL** **Musical Learning Focus** The learning is focussed around exploring and developing playing skills through the glockenspiel. **Learning Outcomes** I know how to perform simple rhythmic and melodic patterns on an instrument from graphic score/memory. I know how to improve my performance by practising based on feedback.	**LIVING ON A PRAYER** **Musical Learning Focus** Perform a piece using voices and musical instruments. Improvise and compose music to fit with the song. Appreciate and understand a wide range of music developing an understanding of the elements **Learning Outcomes** I know how to identify the elements of music in different pieces of music and compare similarities and differences. I know how to sing expressively

		EYFS	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
SKILLS AND KNOWLEDGE	TOPIC 7	**MUSICAL GAMES / ONGOING SKILLS** **Musical Learning Focus** I can feel the beat and join in. I can identify simple instrumentation. I can perform sounds.	**CALYPSO** **Musical Learning Focus** Perform, listen to, review and evaluate music from different cultures. **Learning Outcomes** I can sing in tune throughout songs and pitch match. I can identify the simple elements of music. I can include movement in response to the song. I can reflect on improving my work	**SAMBA** **Musical Learning Focus** Learn how to play and perform samba music as an ensemble playing musical instruments with increasing accuracy, fluency, control **Learning Outcomes** I can perform simple rhythmic patterns on an instrument. I can follow a repeated pattern. I can improve my own performance by practicing based on feedback.	**INSTRUMENTAL** **Musical Learning Focus** Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument **Learning Outcomes** I can perform simple rhythmic and melodic patterns on an instrument from notation. I can develop my performance through practice and feedback. I can interpret simple notation
	TOPIC 8	**SAY HELLO TO LITTLE JO** **Musical Learning Focus** Use their voices expressively and creatively by singing songs as part of a musical story. **Learning Outcomes** I can recall a variety of songs and dances. I can improve my performance through repetition.	**MUSICAL STORIES / PERFORMANCE SKILLS II** **Musical Learning Focus** Use their voices expressively and creatively by singing songs as part of a musical story. **Learning Outcomes** I can perform to my class peers. I can make up my own movement in response to different tempos. I can sing in tune through songs and pitch matching. I can take a lead in a group performance	**INDIAN** **Musical Learning Focus** Perform, listen to and compose music from different cultures **Learning Outcomes** I can perform simple rhythmic patterns. I can compose melodic and rhythmic phrases. I can develop my performance through practice	**INSTRUMENTAL** **Musical Learning Focus** Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument **Learning Outcomes** I can perform simple rhythmic and melodic patterns on an instrument from notation. I can develop my performance through practice and feedback. I can interpret simple notation
	TOPIC 9	**OUR WORLD** **Musical Learning Focus** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. **Learning Outcomes** I can follow a lead. I can feel a beat and join in	**BOOMWHACKERS** **Musical Learning Focus** Play tuned (boomwhackers) instruments musically **Learning Outcomes** I can perform to my class peers. I can improve my performance by practising	**FILM MUSIC** **Musical Learning Focus** Understand and explore how film music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. **Learning Outcomes** I can compose a sound-scape. I can reflect on and improve my own work using basic terms	**INSTRUMENTAL** **Musical Learning Focus** Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument **Learning Outcomes** I can perform simple rhythmic and melodic patterns on an instrument from notation. I can develop my performance through practice and feedback. I can interpret simple notation
	TOPIC 10	**BIG BEAR FUNK** **Musical Learning Focus** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place **Learning Outcomes** I can make up my own movement in response to music. I can tap out simple repeated rhythms. I can talk about what I like and dislike	**ORCHESTRA / PROGRAMME MUSIC** **Musical Learning Focus** Listen with attention to instruments of the orchestra and recall sounds with increasing aural memory. Experiment with, create, select and combine sounds in ternary form **Learning Outcomes** I can make patterns with sounds – using musical elements. I can use symbols to record long and short sounds. I can make sounds that reflect a topic.	**BOOMWHACKERS** **Musical Learning Focus** Learn how to play musical instruments with increasing accuracy and control. Use and understand other musical notations through performances on the instrument **Learning Outcomes** I can perform to my class peers. I can improve my performance by practising	**AFRICAN** **Musical Learning Focus** An understanding of Africa, their culture and music. Use and understand staff notation through rhythm grids. Compose music for a purpose. **Learning Outcomes** I can lead in a group performance. I can compose a repeated pattern. I can compose rhythmic phrases. I can develop my performance through practice and feedback.
	TOPIC 11	**BOOMWHACKERS** **Musical Learning Focus** Play tuned (boomwhackers) instruments musically. **Learning Outcomes** I can perform sounds. I can follow a lead. I can improve my performance by repetition.	**FRIENDSHIP** **Musical Learning Focus** Use their voices expressively singing the friendship song Play tuned and untuned instruments musically to add to the song. **Learning Outcomes** I can sing in tune through songs and pitch matching. I can make patterns with sounds – using musical elements. I can perform to my class peers.	**UNDERSTANDING NOTATION** **Musical Learning Focus** Understand and explore appropriate music notation. **Learning Outcomes** Focus on standard staff notation and rhythms. I can recognise simple notation. I can perform simple rhythmic and melodic patterns on an instrument	**RHYTHM RONDO** **Musical Learning Focus** Perform in an ensemble context using percussion instruments. Compose using rhythms in a rondo structure. **Learning Outcomes** I can perform simple rhythmic patterns from notation. I can interpret / use simple notation I can layer sounds to create effects. I can reflect on my compositions using some specific terminology.
	TOPIC 12	**IN THE GROOVE** **Musical Learning Focus** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. **Learning Outcomes** I can explore different sounds. I can make my own music using different instruments	**ZOOTIME** **Musical Learning Focus** Use their voices expressively singing the friendship song Play tuned and untuned instruments musically to add to the song. **Learning Outcomes** I can make and change sound on an instrument using long or short sounds, understanding their differences.	**LEAN ON ME** **Musical Learning Focus** Perform a piece of soul / gospel music using voices and musical instruments. Improvise and compose music to fit with the song. Appreciate and understand a wide range of music developing an understanding of the elements **Learning Outcomes** I can sing in tune through songs and pitch matching. I can make patterns with sounds – using musical elements. I can perform to my class peers	**HAPPY** **Musical Learning Focus** Perform a piece using voices and musical instruments. Improvise and compose music to fit with the song. Appreciate and understand a wide range of music developing an understanding of the elements **Learning Outcomes** I can sing expressively. I can perform to a wider audience using vocal expression. I can compose 3 note patterns using simple notation

PE & ACTIVITY POLICY

INTENT

Wickersley Partnership Trust aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness, with a clear focus on personal best. As well as our enriched and progressive curriculum, we offer pupils the opportunity to compete in extra-curricular sports and offer alternative provision including outdoor adventurous activities and swimming. This helps build character and reinforce values such as self-belief, teamwork and respect.

PE lessons are taught with the following aims in mind:

- Meet the requirements of the national curriculum
- Promote a healthy lifestyle
- Encourage physical activity and exercise
- Build self-esteem, confidence and resilience
- To challenge all pupils during physical education
- To break down perceived barriers to physical activity and sport
- Develop pupils' academic, social and physical ability
- Encourage good behaviour and respect amongst pupils
- Introduce pupils to competition in a structured environment
- Promote team work and cooperation amongst pupils
- Promote the School Games and the School Games Values
- Create lifelong habits by introducing pupils to a variety of different activities
- Encouraging pupils to move into extra-curricular / external clubs

This policy outlines what pupils will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

FRAMEWORK

This policy will be implemented in conjunction with the following school policies, documents and procedures:

- Health and Safety Policy
- Accident Reporting Procedure Policy
- Adverse Weather Policy
- First Aid Policy
- Primary School Uniform Assistance Policy
- Pupil Accident Log
- Pupil Code of Conduct
- Staff Code of Conduct
- WPT PE & School Sport Development Plan
- WPT PE & School Sport Risk Assessment
- WPT Extra-Curricular Competition Risk Assessment
- WPT OAA (land and wet) Risk Assessment
- WPT Swimming Risk Assessment
- WPT Covid-19 Procedures (including adaptations of all of the above)

ROLES & RESPONSIBILITIES

The School is responsible for:

- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring all necessary risk assessments have been undertaken, including those for specific children.
- Liaising with the WPT Sports Development Manager regarding the spending and impact of the PE and sport premium funding.
- Ensuring that pupils are dressed appropriately for PE lessons in order to ensure pupil safety and the safety of others. This includes appropriate kit, footwear and the removal of jewellery.
- Making sure the WPT team are aware of additional medical needs (e.g. inhalers/epipen) which should be accessible at all times during PE.
- Registering pupils at the beginning of the school day and dismissing at the end. WPT Sports Coaches should NOT release pupils to parents for safeguarding reasons.

Ensuring the WPT PE Team are informed of any risk assessments and procedures in place for pupils with mobility difficulties and/or disabilities.

- Ensuring appropriate school staffing support is in place for pupils with additional needs in accordance with school's usual practices. This includes any challenging pupils who receive 1 to 1 support throughout the school day.

The WPT Sports Coach is responsible for:

- The overall implementation of this policy.
- Acting in accordance with the school's Health and Safety Policy.
- Acting in accordance with the Staff Code of Conduct.
- Understanding the WPT medium and long term plans and delivering them across the year groups.
- Maintaining and replacing WPT PE team equipment and indicating to school when school equipment is defective.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards before commencing lessons.
- Ensuring pupils are appropriately attired to ensure their own safety and the safety of others and ensuring all potentially dangerous jewellery, such as earrings and watches, are be removed before PE lessons.

Children who are wearing jewellery will not be allowed to participate in lessons. Jewellery and clothing worn as part of religious beliefs also needs to meet the standards and if not, will be discussed with parents / guardians.

- Ensuring individual risk assessments are read and adhered to bringing attention to the school of any pupil who may require an additional risk assessment before participating in a particular activity.
- Ensuring that the details of any PE-related accidents are recorded in accordance with school procedures and WPT Sports Development Manager also informed.
- Maintaining records relating to the teaching of PE, including lesson plans.
- Attending any necessary training, in order to help inform future developments of the subject.
- Keeping up-to-date with any changes in the subject area.
- Providing the headteacher with an annual summary report regarding the teaching of WPT PE at the school (to link with assessment)
- Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
- Knowledge of where the nearest first aid kit is and the procedure to report any injuries that happen during the lesson.
- Assessment using the WPT model, including assisting the wider teaching staff with assessment.

In order to ensure PE is as inclusive as possible, we will implement:
- Standard planned activities, differentiated for pupils with various needs.
- Adapted activities in line with pupils' Individual Health and Care Plan (IHCP).
- Where possible, alternative physical activities for pupils who are injured or otherwise risk assessed as unable to take part in standard activities.
- Non-physical alternatives where required.

Parents are responsible for:
- Providing their child with the necessary and correct PE kit.
- Providing their child with appropriate footwear for PE lessons.
- Removing jewellery prior to PE lesson or ensuring children know how to remove this independently.
- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.
- Jewellery and clothing worn as part of religious beliefs meet the standards set out in the guidelines.

Pupils are responsible for:
- Acting in accordance with the Pupil Code of Conduct at all times.
- Making themselves familiar with this policy.
- Bringing their PE kit to school on the appropriate days.
- Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.
- Making sure they know how to remove jewellery and tie hair up on PE days.

EYFS

Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.

Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons using the progressive WPT model.

Particular areas of focus will include movement, balance and the use of PE equipment; including gymnastic apparatus, floor mats and different size and shape balls.

Pupils' physical development will relate to the objectives of the early learning goals, which are set out in the DfE's 'Statutory framework for the early years' foundation stage', including:

- Developing good control and coordination of large and small movements, moving confidentiality in a range of ways and negotiating space safely.
- Handling equipment and resources effectively.
- Developing an understanding of and talking about good health, including exercise and healthy diets.
- Managing basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- Playing co-operatively, taking turns with others.
- Participating in new activities and verbally explaining why they like some activities more than others.
- Independently choosing the resources they need for their chosen activities.
- Working as part of a group and independently, understanding and following rules.
- Demonstrating an ability to follow instructions involving several ideas or actions.
- Counting reliably with numbers from one to 20, such as keeping score during sporting activities.
- Demonstrating an understanding of measurements, such as the use of metres during races.

All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

EYFS classes will have a minimum of 2 active lessons per week, one which could be outdoor play, weather permitting, and the other which could take place in the school hall.

An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five (preparation for Y1 assessment).

CURRICULUM

During KS1, pupils will be taught to:
- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination. They will also know how to apply these in a range of different activities.
- Participate in team games, developing simple tactics for working as a team and achieving a common goal.
- Perform simple movement patterns.

During KS2, pupils will be taught to:
- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform using a range of movement patterns.
- Participate in outdoor adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.
- Be a good leader and role model for others looking at sportsmanship and the spirit of the School Games.

In relation to swimming, pupils within KS1 and KS2, will be taught to:
- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively, such as front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

TEACHING & LEARNING

All lessons will be planned and taught in line with the WPT schemes of work, as developed by the Sports Development Manager Pupils' progression is planned into the scheme of work and is consistent from EYFS through to Y6.

Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.

The Sports Development Manager creates long-term, medium-term and short-term plans for delivery of the PE curriculum – they are as follows:

- Long-term: Includes the PE topics studied in each term during the key stage
- Medium-term: Includes the details of work studied each month
- Short-term: Includes the details of work studied during each lesson

The Sports Development Manager is responsible for reviewing and updating long-term and medium-term plans, and communicating these to sports coaches and teachers.

Teachers are responsible for reviewing and updating short-term plans and building on the medium-term plans, taking into account pupils' needs and identifying the methods through which topics could be taught.

All relevant staff members are briefed on the school's planning procedures as part of their staff training. Where appropriate, a sports coach will lead the lesson or teach alongside the teacher. Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities. Pupils will be encouraged to evaluate their own performance, as well as the performance of others. Pupils will be given the opportunity to both collaborate and compete with each other during lessons.

The Sports Development Manager will act as the first point of contact for staff members planning PE lessons or sporting events. A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils. Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times. PE resources will be booked in advance and authorised for use by the Sports Development Manager prior to use. Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.

ASSESSMENT & REPORTING

Pupils will be assessed through observations made during lessons and if they can achieve set statements for each sport (I can). This process can be done weekly, or during any intra-school competition that takes place during the end of a block of work.

The Sports Development Manager will collate the data for assessment at the end of the academic year, and send out to staff as an end of year review.

CROSS-CURRICULAR LINKS

Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils are encouraged to describe what they have done and to discuss how they might improve.

Mathematics

- Pupils further develop their counting skills by keeping score during team games.
- Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.

PSHE

- The benefits of exercise and healthy eating are explained to pupils.
- Pupils are encouraged to make informed choices about their lifestyle.
- The opportunity to act as team leader or part of a team is provided.
- Pupils' self-esteem is promoted.

Spiritual, moral, social and cultural development

- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- Pupils are encouraged to respect other pupils' levels of ability.
- WPT team will focus on personal best throughout delivery, to ensure all pupils achieve.

EXTRA-CURRICULAR ACTIVITIES

WPT PE provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills.

Extra-curricular opportunities are provided to pupils with the aim of allowing them to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games.

There are a variety of PE-related extra-curricular activities for pupils to participate in outside of school hours including the following:

- Athletics
- Football
- Netball
- Cheerleading

WPT PE Team coaches will lead activities and clubs, where appropriate.

WPT PE Team organises participation in regular sporting events against other schools (participation in the School Games and the wider competition calendar).
Participation and success of extra-curricular events, such as sporting competitions, will be celebrated during assemblies.

PE KIT AND CHANGING ROOMS

During PE lessons, pupils are expected to wear the following:

- School PE kit or appropriate clothing to ensure safety is not compromised during the lesson.

During cold weather, pupils will be allowed to wear their school jumpers, or coats, as appropriate.

During swimming lessons, pupils are expected to wear the following:

- One-piece bathing suit
- Swimming cap for all pupils
- Goggles (optional)

WPT PE team will lead by example by wearing appropriate clothing when teaching PE. All potentially dangerous jewellery, such as earrings, should be removed before PE lessons. Children who are wearing jewellery will not be allowed to participate in lessons. In relation to swimming lessons, if a child's jewellery cannot be removed, they will not be able to participate in the lesson. All long hair is tied back for PE lessons. Activities such as gymnastics and dance will be undertaken in bare feet. Hair covering worn as part of religious beliefs also needs to meet the standards and if not, will be discussed with parents / guardians.

BEHAVIOUR

Pupils will act in accordance with the school's Pupil Code of Conduct. Pupils will be made aware of the expected behaviour for handling PE equipment and resources. Pupils will be made aware of how misbehaving during PE lessons and using equipment in the incorrect manner can be dangerous. During PE lessons, pupils are expected to act in the same manner as any other lesson, showing respect to staff members and other pupils. Any pupils behaving in an inappropriate manner will be subject to the disciplinary measures outlined in the Behavioural Policy and school will be informed. In the event of misbehaviour causing harm or serious disruption, the school will be asked to remove or support the pupil for the remainder of the lesson.

HEALTH & SAFETY

Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times. First aid kits will always be accessible during PE lessons.

All staff members involved in the teaching of PE will undergo basic health and safety training as part of their induction. The Sports Coach is responsible for reporting any concerns to the school (safeguarding, injuries, etc.) In order to minimise risk during PE lessons, teachers will carry out informal risk assessments of every lesson planned. Where pupils will be attending an off-site sporting or PE-related event, the school is responsible for completing a risk assessment for the event.

Swimming lessons will always be taught by a specialist swimming teacher with a qualified first aider also present.

Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the school as soon as possible. Damage to PE equipment will be reported to the school as soon as possible and, where the damage could cause injury, the equipment is immediately taken out of use. All PE equipment and resources will be safely stored, within a secure storage area, within the school. Pupils will be taught how to handle PE equipment and resources safely. Pupils will help staff members to move and set up PE equipment. In relation to swimming lessons or a lesson where bare feet are required, if a pupil has a verruca or wart, they must notify the staff member leading the lesson of this prior to the start of the lesson.

REPORTING ACCIDENTS

Accidents will be reported in accordance with the Accident Reporting Procedure Policy. Staff members are responsible for identifying the cause of the accident and taking any necessary action in order to minimise the risk of an accident reoccurring.

EQUAL OPPORTUNITIES

Teaching staff will work closely with the Sports Development Manager to ensure that planned activities for lessons are accessible to all pupils, including pupils with special educational needs and disabilities (SEND).

All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language. Teaching staff will liaise with the special educational needs coordinator, where necessary, in order to meet the needs of pupils. Pupils will not be grouped together based on gender, race or disability.

MONITORING & REVIEW

This policy will be reviewed on an annual basis by with any changes made to the policy being communicated to all teaching staff and the governing board.

The curriculum plan will be monitored and evaluated by the Sports Development Manager, including the planning, assessment and reporting arrangements in place.

PE & ACTIVITY CURRICULUM OVERVIEW

	SPORT	SKILL	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS & KNOWLEDGE	FOOTBALL	Dribbling Passing Tackling Shooting Ball Control Teamwork	Ball familiarisation - moving with a ball Ball familiarisation -throwing and rolling Ball familiarisation - swapping equipment Ball familiarisation -kicking Ball familiarisation -Keeping control Ball familiarisation - relay games		Keeping control with just feet Throwing and rolling with a partner Taking a ball from your partner Shooting towards a target Control with just feet Relay Games - feet only	Introduction to dribbling Passing using feet Tackling safely Shooting towards a goal Introduction to ball control 1 v 1	Dribbling at different paces Passing different distances Tackling in small game situations Shooting from different angles Control with both feet 2 v 2	Dribbling and turning Passing different heights Clearing the ball from danger Shoot from different distances / angles Control from the air 4 v 4	Dribbling then passing Passing under pressure Shielding the ball Shooting under pressure Control from the air - different body parts 7 v 7
	HOCKEY	Dribbling Passing Tackling Matchplay Teamwork Ball Control	KS2 ONLY			Moving with the ball - straight line (open stick) Push Pass Basic stick tackle (open stick) Basic rules and how to hold your stick Relay Games Introduction to reverse stick	Moving with the ball - diagonally (open stick) Passing and moving in pairs Moving and tackling (open stick) Marking another player 1 v 1 Reverse stick to stop and change direction	Reverse stick dribbling Passing and receiving on the move Moving, passing and tackling (open stick) Outnumber in attack 2 v 1 / 3 v 2 4 v 4 Close control (open and reverse stick)	Dribbling under pressure (open and reverse) Hitting Defending (when to tackle / close down) Team formation and short corners 7 v 7 Close control under pressure (open and reverse stick)
	TAG RUG-BY	Passing Tackling Attack Match play	Swapping different objects Moving into space Team relays N/A	Introduction to a rugby ball Tag scarecrow	Simple passing - how to hold the ball Bulldog Moving with the ball relays	Passing backwards Rats and rabbits Scoring a try (relays) 1 v 1	Passing - moving forwards / passing backwards Stuck in the mud Knock on 2 v 2	Passing and moving to score a try Offside Restarting play 3 v 3	Passing and moving - avoid being tagged Tacking during a game Lining up to start / restart play 7 v 7
	NETBALL	Passing Shooting Defending Attacking Rules	Ball familiarisation -throwing and rolling Ball familiarisation -throwing and rolling Ball familiarisation -relay games Ball familiarisation -relay games N/A		Chest pass Throwing to a target Role of a defender Role of a attacker Not moving with the ball	Shoulder and bounce pass Introduction to shooting Introduction to marking Introduction to attack v defence Standing still with the ball	Passing into space Correct technique Marking the player with the ball - contact / obstruction Getting free from marker Basic footwork rule	Passing recap Shooting at a net Marking a player without the ball Dodging Actual footwork rule	Centre pass tactics Timed Shooting Marking with and without the ball Decision making Footwork - landing, turning in the air, pivoting
	GYMNASTICS	Movement Balancing Jumping Rolling Apparatus	Like a creature Musical statues 1 foot to 1 foot 2 feet to 2 feet Log / egg roll Benches	Stepping - straight / bent leg Large body part balances Jump with shapes Teddy Bear roll Hoops (hand)	Spin in travel Small body part balances 1/2 and full turns Side roll Small apparatus	Pairs sequences Headstands - correct and safe technique Leaping - difference between a jump, hop and leap Progression towards cartwheels - sideways bunny jump Low level pairs sequences	Sequences - key steps 2 Pairs balancing - matched / mirrored with POC Bunny jumps (progression towards handstand) Forward rolls Introduction to vaulting	Whole class sequence Pairs counter (push) counter tension (pull) balances Squat / straddle Backwards rolls Hand apparatus	Sequences - key steps 3 Pairs balancing - Linking balances together Round off dismount Progression towards walkovers / round-offs Vaulting - squat through straddle over
	DANCE	Movement Choreography	Starting and stopping Standing still (freeze) Starting / stopping to music	Standing and moving into space Freeze in a big / small shape Creating shapes to music	Moving slow and fast Freeze on different parts of body Working as a duet	Moving and changing levels Personal space (spacial awareness) Moving different parts of the body with music	Using pathways when dancing Starting and stopping with control and strength Partner work - creating pathways	Mirroring in pairs Creativity - move in your own way Short dance sequence - mirroring	Leading and following partners Starting and stopping with control, strength and coordination Motif - same actions at the same time
	CHEERLEAD-ING	Motions Stunts Jumps Choreography	Basic shapes Ending position only (no stunts at EYFS / KS1) 1 foot to 1 foot 2 feet to 2 feet Simon Says	Pin, tuck, star Jump with shapes Mexican Wave (introduction to cannon)	Arm motions - Big & Little E's Basic Jumps (resource card) Moving together (introduction to unison)	Arm motions 1 - 8 (resource card) Stunting positions Introduction to jump prep (7 steps) Cannon - creating different movements	Arm Motions 1 - 12 (resource card) Thigh stand Jump prep 1 - 7 (resource card) Cheer, cannon, jumps, stunts	Adding arm motions to a routine Levels Advanced jumps (resource card) Formation and transitions	Arm motion sequencing Advanced thigh stand and ending position Jumping in cannon / unison as part of a routine Group performance
	CRICKET	Bowling Batting Fielding Game play	Under arm throwing (bean bags) N/A Ball familiarisation - in hands N/A	Over arm throwing (bean bags) Catching (birds nest)	Under and over arm target throw Throwing and catching	Under arm bowling (grip) Batting (how to hold and how to stand) Chase and pick up Keep running cricket	Under arm bowling (to target) Batting (straight drive) Catching and collecting the ball Continuous cricket	Overarm bowling (drawing the 6) Batting (forward / backward defence) Long distance flat catching / overarm throwing Pairs cricket	Overarm bowling (running up to bowl) Batting (the pull shot) High catch / long barrier Diamond cricket
	ROUND-ERS	Batting Fielding Game play	N/A Ball familiarisation - in hands N/A	Catching (birds nest)	Soft play rounders bat Basic throwing and catching (pairs) Basic hit and run	How to hold a bat / stand Throwing and catching (different distances) Fielding 1st base 4 ball rounders	Running Bowling - underarm technique Fielding - beat the ball Batter, bowler, fielder - groups of 6	Running / stopping at bases Underarm and overarm recap (distances) Long barrier Non-stop rounders	Batting & fielding tactics Fielding - fumble game Fielding - positions in the field Full format rounders
	ATHLETICS	Running Jumping Throwing Relays	Moving at different speeds Bunny Hops 1 foot to 1 foot 2 feet to 2 feet Under arm throwing (bean bags) Running 1 at a time	Slow, medium, fast Jumping and landing on 2 feet Hopping and skipping Over arm throwing (bean bags) Relay races	Running in straight lines Jump from standing still Stepping then jumping Transition to tennis balls Introduction to holding a baton	Sprints - 40m (introduction to starting position) Long Jump (bent knees / arms swinging) Triple Jump (hop and skip) Ball Throw (overarm technique) 40m (holding a baton)	Sprints - 60m (importance of lanes) Long Jump - (landing safely) Triple Jump (hop, skip and jump) Ball Throw (safety and throwing straight) 60m (effective changeover)	Sprints - 60m (photo finish) Long Jump |(for distance) Triple Jump (Y4 recap) Ball Throw (shot put technique) 60m (recap Y4)	Sprints - 80m (personal best) Long Jump (competition) Triple Jump (competition) Shot Put (2.72kg competition) 60M - (how you could get DQ'd)
	TENNIS	Forehand Backhand Volley Serve Matchplay	Bounce, catch Changing direction Throwing and catching Super aimer Surfer Dudes	Forehand - roll to roll Backhand - roll to roll Catching in cones Throw to target Basketball	Forehand -introduction to throw to throw Backhand - introduction to throw to throw Introduction to the racket Serve - throw to racket Golden Shot	Forehand - throw to throw Backhand - throw to throw Volley - throw and volley Serve to target Scoring	Forehand - rolling rallies Backhand - rolling rallies Volley - Living wall Serve to catch Matchplay scoring	Forehand - throw, bounce, hit, catch Backhand - throw, bounce, hit, catch Volley - keepy ups Serve - court markings Role of the umpire	Forehand - rallies Backhand - backhand Volley - moving towards the net Serve then valley Mini Tennis

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