The Partnership of Bildeston Primary and Whatfield CEVC Primary Schools

National Curriculum 2014
Planning DocumentStatutory Requirements
for

KS1 & 2

This document contains all of the statutory requirements of the National Curriculum (2014) broken down by subject. Please note this document should also be read in conjunction with the English and Maths appendices.

The document is to support the long, medium and short term planning processes to ensure both full coverage and progression. In the non-core subjects it is important that Key Stage teams plan for progression as this is not prescribed within the curriculum document. This document will form the start of the planning process and can be used as a monitoring tool to ensure all elements of the core areas are covered within the National Curriculum Year Group.

	Year 1 ENGLISH								
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation			
Pupils should be taught to: listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying	Pupils should be taught to: apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on	Pupils should be taught to: spell: words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding —s or —es as the plural marker for nouns and the third person singular marker for verbs using the prefix un— using —ing, —ed, —er and —est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words	Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Pupils should be taught to: write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix use the grammatical terminology in English Appendix 2 in discussing their writing.			

Page 2 of 42

on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective	□ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words □ re-read these books to build up their fluency and confidence in word reading.	background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.	using the GPCs and common exception words taught so far			
			Year 2 ENGLISH			
			Writing –		Writing –	Writing – Grammar,
Spoken Word	Word Reading	Comprehension	transcription	Writing – Handwriting	Composition	Vocabulary and Punctuation
Pupils should be taught to: listen and respond	Pupils should be taught to: continue to apply phonic	Pupils should be taught to: develop pleasure in	Spelling (see English Appendix 1)	Pupils should be taught to: form lower-case letters of	Pupils should be taught to: develop positive attitudes	Pupils should be taught to: develop their understanding
appropriately to adults and their peers	knowledge and skills as the route to decode words until automatic	reading, motivation to read, vocabulary and	Pupils should be taught to:	the correct size relative to one another	towards and stamina for writing by:	of the concepts set out in English Appendix 2

ask relevant questions to extend their understanding and knowledge

use relevant strategies to build their vocabulary

articulate and justify answers, arguments and opinions

give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

speak audibly and fluently with an increasing command of Standard English

participate in discussions, presentations, performances, role play, improvisations and debates

gain, maintain and monitor the interest of the listener(s)

consider and evaluate different viewpoints, attending to and building decoding has become embedded and reading is fluent

read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

read accurately words of two or more syllables that contain the same graphemes as above

read words containing common suffixes

read further common
exception words,
noting unusual
correspondences
between spelling and
sound and where
these occur in the
word

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

re-read these books to build up their fluency and confidence in word reading. understanding by:

listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently

discussing the sequence of events in books and how items of information are related

becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

being introduced to nonfiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary

discussing their favourite words and phrases

continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on

background information

spell by:

segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

learning to spell common exception words

learning to spell more words with contracted forms

learning the possessive apostrophe (singular) [for example, the girl's book]

distinguishing between homophones and near-homophones

add suffixes to spell longer words, including -ment, -ness, -ful, less, -ly

apply spelling rules and guidance, as listed in English Appendix 1

write from memory simple sentences dictated by the teacher that include words using the GPCs, start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

use spacing between words that reflects the size of the letters.

writing narratives about personal experiences and those of others (real and fictional)

writing about real events writing poetry

writing for different purposes

consider what they are going to write before beginning by:

planning or saying out loud what they are going to write about

writing down ideas and/or key words, including new vocabulary

encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

evaluating their writing with the teacher and other pupils

re-reading to check that
their writing makes
sense and that verbs
to indicate time are
used correctly and
consistently, including
verbs in the
continuous form

proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and

learn how to use:

(singular)

by:

sentences with different forms: statement, question, exclamation, command

the possessive

expanded noun phrases to describe and specify [for example, the blue butterfly]

the present and past tenses correctly and consistently including the progressive form

subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

the grammar for year 2 in English Appendix 2

some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

on the contributions of	and vocabulary provided	common exception	read aloud what they have	
others	by the teacher	words and punctuation	written with	
select and use appropriate registers for effective communication.	checking that the text makes sense to them as they read and correcting inaccurate reading	taught so far.	appropriate intonation to make the meaning clear.	
	making inferences on the basis of what is being said and done			
	answering and asking questions			
	predicting what might happen on the basis of what has been read so far			
	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say			
	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			

	Year 3-4 ENGLISH										
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation					
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:					
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in see English appendix 1, both to read aloud and to understand the meaning of	 develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and 	use further prefixes and suffixes and understand how to add them - see English appendix 1 spell further homophones	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left	 plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	develop their understanding of the concepts set out in English appendix 2 by: extending the range of sentences with more than one clause by using a wider range of					

 predicting what might happen from details stated and implied 		
 identifying main ideas drawn from more than 1 paragraph and summarising these 		
 identifying how language, structure, and presentation contribute to meaning 		
 retrieve and record information from non- fiction 		
 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 		

	Year 5-6 ENGLISH								
Word Reading	Comprehension	Writing - transcription	Writing – Handwriting	Writing - Composition	Writing - Grammar,				
					Vocabulary and				
					Punctuation				
Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing	Spelling (see English Appendix 1) Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.	Pupils should be taught to: plan their writing by: dentifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun				
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□ making comparisons within	□ use a thesaurus.	advance the action	□ learning the grammar for years
and across books		□ précising longer passages	5 and 6 in English Appendix 2
□ learning a wider range of		□ using a wide range of devices	□ indicate grammatical and other
poetry by heart		to build cohesion within and	features by:
□ preparing poems and plays to		across paragraphs	□ using commas to clarify
read aloud and to perform,		□ using further organisational	meaning or avoid ambiguity in
showing understanding through		and presentational devices to	writing
intonation, tone and volume so		structure text and to guide the	□ using hyphens to avoid
that the meaning is clear to an		reader [for example, headings,	ambiguity
S .			0 ,
audience		bullet points, underlining]	□ using brackets, dashes or
□ understand what they read by:		□ evaluate and edit by:	commas to indicate parenthesis
□ checking that the book makes		□ assessing the effectiveness of	□ using semi-colons, colons or
sense to them, discussing their		their own and others' writing	dashes to mark boundaries
understanding and exploring the		□ proposing changes to	between independent clauses
meaning of words in context		vocabulary, grammar and	□ using a colon to introduce a list
□ asking questions to improve		punctuation to enhance effects	□ punctuating bullet points
their understanding		and clarify meaning	consistently
□ drawing inferences such as		□ ensuring the consistent and	□ use and understand the
inferring characters' feelings,		correct use of tense throughout a	grammatical terminology in
thoughts and motives from their		piece of writing	English Appendix 2 accurately
actions, and justifying inferences		□ ensuring correct subject and	and appropriately in discussing
with evidence		verb agreement when using	their writing and reading.
		singular and plural, distinguishing	their writing and reading.
predicting what might happen			
from details stated and implied		between the language of speech	
□ summarising the main ideas		and writing and choosing the	
drawn from more than one		appropriate register	
paragraph, identifying key details		□ proof-read for spelling and	
that support the main ideas		punctuation errors perform their	
□ identifying how language,		own compositions, using	
structure and presentation		appropriate intonation, volume,	
contribute to meaning		and movement so that meaning	
☐ discuss and evaluate how		is clear.	
authors use language, including			
figurative language, considering			
the impact on the reader			
□ distinguish between			
statements of fact and opinion			
□ retrieve, record and present			
information from non-fiction			
□ 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			
□ explain and discuss their			
understanding of what they have			
read, including through formal			
presentations and debates,			
maintaining a focus on the topic			
and using notes where necessary			
□ provide reasoned justifications			
for their views.			

			Year 1 Maths			
Number – Number and Place Value	Number – Addition and subtraction	Number – Multiplication and division	Number – fractions	Measurement	Geometry – Properties of shape	Geometry – Position and direction Statistics
Pupils should be taught to: count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words.	Pupils should be taught to: □ read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs □ represent and use number bonds and related subtraction facts within 20 □ add and subtract onedigit and two-digit numbers to 20, including zero □ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =□ − 9.	Pupils should be taught to: □ 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.	Pupils should be taught to: 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.	Pupils should be taught to: compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and draw the hands on a clock face to show these times.	Pupils should be taught to: recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Pupils should be taught to: describe position, direction and movement, including whole, half, quarter and three-quarter turns.

			Year 2	Maths			
Number – Number and Place Value	Number – Addition and subtraction	Number – Multiplication and division	Number – fractions	Measurement	Geometry – Properties of shape	Geometry – Position and direction	Statistics
Pupils should be taught to: count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems.	Pupils should be taught to: solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit numbers adding three one-digit numbers show that addition of	Pupils should be taught to: recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems	Pupils should be taught to: recognise, find, name and write fractions $\frac{1}{3}, \frac{1}{4}, \frac{2}{4} \text{ and } \frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	Pupils should be taught to: choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and = recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical	Pupils should be taught to: identify and describe the properties of 2- D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3- D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects.	Pupils should be taught to: 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).	Pupils should be taught to: interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.

two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	in contexts.	context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times		
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			Year 3 Maths			
		lumber – Multiplication and	Number – fractions	Measurement	Geometry – Properties of	Statistics
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Place Value Pupils should be taught to: Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) Compare and order numbers up to 1,000 identify, represent and estimate numbers using different representations read and write numbers up to 1,000 in numerals and in words solve number problems and practical problems involving these ideas	subtraction	• recall and use multiplication and division • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	 Number – fractions count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example 5 1 6 7 + 7 = 7] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above 	Pupils should be taught to: • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example, to calculate the time taken by particular events or tasks]	Geometry – Properties of shape Pupils should be taught to: • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines	Pupils should be taught to: Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

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

			Year 5 Maths			
Number – Number and Place Value	Number – Addition and subtraction	Number – Multiplication and division	Number – fractions	Measurement	Geometry – Properties of shape	Statistics
Pupils should be taught to: read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	Pupils should be taught to: add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	Pupils should be taught to:	Pupils should be taught to: □ compare and order fractions whose denominators are all multiples of the same number □ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths □ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 52 + 54 = 56 = 1 5 1] □ add and subtract fractions with the same denominator and denominators that are multiples of the same number □ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams □ read and write decimal numbers as fractions [for example, 0.71 = 100 71] □ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents □ round decimals with two decimal places to the nearest whole number and to one decimal place □ read, write, order and compare numbers with up to three decimal places □ recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write	Pupils should be taught to: convert between different units of metric measure (for example, kilometre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (m) and square metres (m) and estimate the area of irregular shapes estimate volume [for example, using 1 cm blocks to build cuboids (including cubes)] and capacity [for example, using water] solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	Pupils should be taught to: identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (o) identify: angles at a point and one whole turn (total 3600) angles at a point on a straight line and 2 1 a turn (total 1800) other multiples of 900 use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Geometry- Position & Direction Pupils should be taught to: 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.	. Pupils should be taught to: □ solve comparison, sum and difference problems using information presented in a line graph □ complete, read and interpret information in tables, including timetables.

multiplication and division, including scaling by simple fractions and problems involving simple rates.	
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			Year 6 Maths			
Number – Number and Place Value	Number – addition, subtraction, multiplication and division	Ratio and proportion	Number – fractions (including decimals and percentages)	Algebra	Measurement	Properties of shape
Pupils should be taught to: read, write, order and compare numbers up to 10 000 000 and determine the value of each digit round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above.	Pupils should be taught to: 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 divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers didentify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the four operations solve addition and subtraction	Pupils should be taught to: solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	Pupils should be taught to: □ use common factors to simplify fractions; use common multiples to express fractions in the same denomination □ compare and order fractions, including fractions > 1 □ add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions □ multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 41 × 21= 81] □ divide proper fractions by whole numbers [for example, 31 ÷ 2 = 61] □ associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 83] □ 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	Pupils should be taught to: use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables	Pupils should be taught to: solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places convert between miles and kilometres recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm) and cubic metres (m), and extending to other units [for example, mm and km].	Pupils should be taught to: draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.		Geometry-Position & Shape Pupils should be taught to: 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 Pupils should be taught to: interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average.
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	Year 1 Science						
Working Scientifically	Seasonal Changes	Plants	Animals, including Humans	Use of everyday materials			
During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.	Pupils should be taught to: observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.	 Pupils should be taught to: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. 	Pupils should be taught to: • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Pupils should be taught to: distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.			

Year 2 Science						
Working Scientifically	Living Things and their habitats	Plants	Animals, including Humans	Use of everyday materials		
During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of	Pupils should be taught to: explore and compare the differences between things that are living, dead, and things that have	Pupils should be taught to: observe and describe how seeds and bulbs grow into mature plants	Pupils should be taught to: notice that animals, including humans, have offspring which grow	Pupils should be taught to: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass,		

Working scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
 - setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
 - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
 - · recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
 - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
 - · using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
 - identifying differences, similarities or changes related to simple scientific ideas and processes
 - using straightforward scientific evidence to answer questions or to support their findings.

Light	Plants	Animals, including Humans	Rocks	Forces and Magnets
Pupils should be taught to: recognise that they need light in	Pupils should be taught to: • identify and describe the functions	Pupils should be taught to: • identify that animals, including	Pupils should be taught to: • compare and group together	Pupils should be taught to: • compare how things move on different
order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes	of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant	humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and	different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recorgnise that soils are made from	 surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others
 recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the 	 to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, 	movement	rocks and organic matter	 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

size of shadows change	including pollination, seed formation and seed dispersal			 describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing
		Year 4 Science		
		Working scientifically		
During years 3	and 4, pupils should be taught to use the fo	,	ses and skills through the teaching of the pro	gramme of study content:
	asking relevan	nt questions and using different types of scient	entific enquiries to answer them	
		etting up simple practical enquiries, compar		
making systematic an			andard units, using a range of equipment, inc	luding thermometers and data loggers
		classifying and presenting data in a variety		
		simple scientific language, drawings, labelle	•	
			displays or presentations of results and concl	
	•	ences, similarities or changes related to sim	suggest improvements and raise further ques	BIOTIS
		forward scientific evidence to answer questi	•	
Living Things and their Habitats	States of Matter	Animals, including Humans	Sound	Electricity
Living minigo and thom maditate	States of Watter	7 tillinais, insidaing Flamais	Cound	Licotricity
Down the selected by a facility of the	Down the selected by the contest to	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
Pupils should be taught to:	Pupils should be taught to:	Fupils should be laught to.		
□ recognise that living things can be	□ compare and group materials	☐ describe the simple functions of the	□ identify how sounds are made,	□ identify common appliances that run on
☐ recognise that living things can be grouped in a variety of ways	□ compare and group materials together, according to whether they are	describe the simple functions of the basic parts of the digestive system in	associating some of them with	identify common appliances that run on electricity
□ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to	compare and group materials together, according to whether they are solids, liquids or gases	describe the simple functions of the basic parts of the digestive system in humans	associating some of them with something vibrating	□ identify common appliances that run on electricity □ construct a simple series electrical
☐ recognise that living things can be grouped in a variety of ways	□ compare and group materials together, according to whether they are	describe the simple functions of the basic parts of the digestive system in	associating some of them with	identify common appliances that run on electricity
□ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	□ compare and group materials together, according to whether they are solids, liquids or gases □ observe that some materials change state when they are heated or cooled, and measure or research the	□ describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions □ construct and interpret a variety of	associating some of them with something vibrating □ recognise that vibrations from sounds travel through a medium to the ear □ find patterns between the pitch of a	□ identify common appliances that run on electricity □ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
□ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment □ recognise that environments can	□ compare and group materials together, according to whether they are solids, liquids or gases □ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in	□ describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions □ construct and interpret a variety of food chains, identifying producers,	associating some of them with something vibrating □ recognise that vibrations from sounds travel through a medium to the ear □ find patterns between the pitch of a sound and features of the object that	□ identify common appliances that run on electricity □ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers □ identify whether or not a lamp will light in
□ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment □ recognise that environments can change and that this can sometimes	□ compare and group materials together, according to whether they are solids, liquids or gases □ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	□ describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions □ construct and interpret a variety of	associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it	□ identify common appliances that run on electricity □ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers □ identify whether or not a lamp will light in a simple series circuit, based on whether or
□ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment □ recognise that environments can	□ compare and group materials together, according to whether they are solids, liquids or gases □ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) □ identify the part played by evaporation and condensation in the water cycle and	□ describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions □ construct and interpret a variety of food chains, identifying producers,	associating some of them with something vibrating □ recognise that vibrations from sounds travel through a medium to the ear □ find patterns between the pitch of a sound and features of the object that	□ identify common appliances that run on electricity □ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers □ identify whether or not a lamp will light in
□ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment □ recognise that environments can change and that this can sometimes	□ compare and group materials together, according to whether they are solids, liquids or gases □ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) □ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with	□ describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions □ construct and interpret a variety of food chains, identifying producers,	associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it	□ identify common appliances that run on electricity □ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers □ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery □ recognise that a switch opens and
□ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment □ recognise that environments can change and that this can sometimes	□ compare and group materials together, according to whether they are solids, liquids or gases □ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) □ identify the part played by evaporation and condensation in the water cycle and	□ describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions □ construct and interpret a variety of food chains, identifying producers,	associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as	□ identify common appliances that run on electricity □ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers □ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery □ recognise that a switch opens and closes a circuit and associate this with
□ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment □ recognise that environments can change and that this can sometimes	□ compare and group materials together, according to whether they are solids, liquids or gases □ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) □ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with	□ describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions □ construct and interpret a variety of food chains, identifying producers,	associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it	□ identify common appliances that run on electricity □ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers □ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery □ recognise that a switch opens and
□ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment □ recognise that environments can change and that this can sometimes	□ compare and group materials together, according to whether they are solids, liquids or gases □ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) □ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with	□ describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions □ construct and interpret a variety of food chains, identifying producers,	associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source	□ identify common appliances that run on electricity □ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers □ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery □ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit □ recognise some common conductors
□ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment □ recognise that environments can change and that this can sometimes	□ compare and group materials together, according to whether they are solids, liquids or gases □ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) □ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with	□ describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions □ construct and interpret a variety of food chains, identifying producers,	associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source	□ identify common appliances that run on electricity □ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers □ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery □ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Year 5 Science

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

'Working and thinking scientifically' is described separately at the beginning of the programme of study, but must **always** be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Working Scientifically	Living Things and their Habitats	Properties and changes	Animals, including	Earth & Space	Forces
Working ocientifically	Living Triings and their Habitats	of materials	,	Laitii & Space	1 01063
		or materials	Humans		
During years 5 and 6,		Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
pupils should be taught to use the	Pupils should be taught to:	□ compare and group together	□ describe the changes as	□ describe the movement of the	□ explain that unsupported
following practical scientific	□ describe the differences in the	everyday materials on the basis	humans develop to old age.	Earth, and other planets, relative	objects fall towards the Earth
methods, processes and skills	life cycles of a mammal, an	of their properties, including their		to the Sun in the solar system	because of the force of gravity
through the teaching of the	amphibian, an insect and a bird	hardness, solubility,		describe the movement of the	acting between the Earth and the
programme of study content:	 describe the life process of 	transparency, conductivity		Moon relative to the Earth	falling object
□ planning different types	reproduction in some plants and	(electrical and thermal), and		□ describe the Sun, Earth and	□ identify the effects of air
of scientific enquiries to answer	animals	response to magnets		Moon as approximately spherical	resistance, water resistance and
questions, including recognising		□ know that some materials will		bodies	friction, that act between moving
and controlling variables where		dissolve in liquid to form a		□ use the idea of the Earth's	surfaces
necessary		solution, and describe how to		rotation to explain day and night	□ recognise that some
□ taking measurements,		recover a substance from a		and the apparent movement of	mechanisms, including levers,
using a range of scientific		solution		the sun across the sky.	pulleys and gears, allow a
equipment, with increasing		use knowledge of solids,			smaller force to have a greater
accuracy and precision, taking		liquids and gases to decide how			effect.
repeat readings when appropriate		mixtures might be separated,			
□ recording data and		including through filtering, sieving			
results of increasing complexity		and evaporating			
using scientific diagrams and labels, classification keys, tables,		☐ give reasons, based on evidence from comparative and			
scatter graphs, bar and line		fair tests, for the particular uses			
graphs		of everyday materials, including			
using test results to		metals, wood and plastic			
make predictions to set up further		☐ demonstrate that dissolving.			
comparative and fair tests		mixing and changes of state are			
□ reporting and presenting		reversible changes			
findings from enquiries, including		□ explain that some changes			
conclusions, causal relationships		result in the formation of new			
and explanations of and degree		materials, and that this kind of			
of trust in results, in oral and		change is not usually reversible,			
written forms such as displays		including changes associated			
and other presentations		with burning and the action of			
□ identifying scientific evidence		acid on bicarbonate of soda.			
that has been used to support or					
refute ideas or arguments					

Year 6 Science

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

'Working and thinking scientifically' is described separately at the beginning of the programme of study, but must **always** be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Working Scientifically	Living Things and their	Evolution & Inheritance	Animals, including	Light	Electricity
	Habitats		Humans		
During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments	Pupils should be taught to: 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 give reasons for classifying plants and animals based on specific characteristics.	Pupils should be taught to: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Pupils should be taught to: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.	Pupils should be taught to: recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Pupils should be taught to: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.

		Ye	ar 2 Non-Core Subjects			
Art & Design	Computing	Design & Technology	Geography	History	Music	PE
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	Pupils should be taught to: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of	Pupils should be taught to: Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,	Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.	Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.

materials and	valley, vegetation,	events, people and	
components, including	season and weather	places in their own	
construction materials,	 key human features, 	locality.	
textiles and	including: city, town,		
	village, factory, farm,		
ingredients, according	house, office, port,		
to their characteristics	harbour and shop		
Evaluate	Geographical skills and		
 explore and evaluate 	fieldwork		
a range of existing	 use world maps, 		
products	atlases and globes to		
products	identify the United		
 evaluate their ideas 	Kingdom and its		
and products against	countries, as well as the countries,		
design criteria	continents and oceans		
design cinteria	studied at this key		
	stage		
Technical knowledge			
 build structures, 	 use simple compass 		
exploring how they	directions (North,		
can be made stronger,	South, East and West)		
stiffer and more stable	and locational and		
SS. Gira more stable	directional language		
 explore and use 	[for example, near and		
mechanisms [for	far; left and right], to describe the location		
example, levers,	of features and routes		
sliders, wheels and	on a map		
	οπ α παρ		
axles], in their	use aerial		
products.	photographs and plan		
	perspectives to		
Cooking & Nutrition	recognise landmarks		
Pupils should be taught to:	and basic human and		
	physical features;		
Key stage 1	devise a simple map;		
use the basic	and use and construct		
principles of a healthy	basic symbols in a key		
and varied diet to	 use simple fieldwork 		
	and observational		
prepare dishes	skills to study the		
 understand where 	geography of their		
food comes from.	school and its grounds		
1000 comes nom.	and the key human		
	and physical features		
	of its surrounding		
	environment.		

	Year 3 Non-Core Subjects						
Art & Design	Computing	Design & Technology	Geography	History	Music	Modern Foreign Language	PE
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. Pupils should be taught: • 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	Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping,	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge I locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and	Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3 Pupils should be taught	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances

create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely respectfully and responsibly; recognis acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	functional properties and aesthetic qualities Evaluate • investigate and	patterns; and understand how some of these aspects have changed over time	□ changes in Britain from the Stone Age to the Iron Age □ the Roman Empire and its impact on Britain □ Britain's settlement by Anglo-Saxons and Scots □ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor □ a local history study □ the achievements of the earliest civilizations − an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China □ Ancient Greece − a study of Greek life and achievements and their influence on the western world □ a non-European society that provides contrasts with British history − one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	develop an understanding of the history of music	□ listen attentively to spoken language and show understanding by joining in and responding □ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words □ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* □ speak in sentences, using familiar vocabulary, phrases and basic language structures □ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* □ present ideas and information orally to a range of audiences* □ read carefully and show understanding of words, phrases and simple writing □ appreciate stories, songs, poems and rhymes in the language □ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary □ write phrases from memory, and adapt	movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 meters • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations
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computing to	 identify the position 	these to create new	
program, monitor	and significance of	sentences, to express	
and control their	latitude, longitude,	ideas clearly	
products	Equator, Northern	□ describe people,	
' '	Hemisphere,	places, things and	
		actions orally* and in	
	Southern	writing	
	Hemisphere, the	witting	
	Tropics of Cancer		
	and Capricorn, Arctic		
	and Antarctic Circle,		
	the Prime/Greenwich		
	Meridian and time		
	zones (including day		
	and night)		
	Place knowledge		
	_		
	understand		
	geographical		
	similarities and		
	differences through		
	the study of human		
	and physical		
	geography of a		
	region of the United		
	Kingdom, a region in		
	Kingdom, a region in		
	a European country,		
	and a region in North		
	or South America		
	Human and physical		
	geography		
	describe and		
	understand key		
	aspects of:		
	o physical geography,		
	including: climate		
	zones, biomes and		
	vegetation belts,		
	rivers, mountains,		
	volcanoes and		
	earthquakes, and the		
	water cycle		
	o human geography,		
	including: types of		
	settlement and land		
	use, economic activity		
	including trade links,		
	and the distribution of		
	natural resources		
	including energy,		
	food, minerals and		
	water		
	Geographical skills		
	and fieldwork		
	• use maps, atlases,		
	globes and		
	gion c s and		

digital/computer mapping to locate countries and describe features studied
use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

	Year 4 Non-Core Subjects						
Art & Design	Computing	Design & Technology	Geography	History	Music	Modern Foreign Language	PE
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. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit	Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • play and perform in	Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different

ideas	programs: work	When designing and	knowledge,	and comotimes device	solo and anomble	communicate ideas	physical activities and		
ideas ☐ to improve their	programs; work with variables and	When designing and making, pupils should	understanding and	and sometimes devise historically valid	solo and ensemble contexts, using their	communicate ideas, facts and feelings in	physical activities and sports and learn how to		
mastery of art and	various forms of	be taught to:	skills to enhance their	questions about change,	voices and playing	speech and writing,	evaluate and recognise		
,	input and output	Design	locational and place	cause, similarity and	musical instruments	focused on familiar and	their own success.		
design techniques,		use research and	knowledge.	difference, and	with increasing		Pupils should be taught		
including drawing,	use logical reasoning	develop design criteria			ŭ	routine matters, using	,		
painting and	to explain how	to inform the design of	Pupils should be taught	significance. They should construct	accuracy, fluency, control and	their knowledge of	to:		
sculpture with a range of materials	some simple	innovative, functional,	to:			phonology, grammatical	use running,		
	algorithms work	appealing products	Locational knowledge	informed responses that	expression	structures and	jumping, throwing		
[for example,	and to detect and	that are fit for purpose,	□ locate the world's	involve thoughtful	 improvise and 	vocabulary.	and catching in		
pencil, charcoal,	correct errors in	aimed at particular	countries, using maps	selection and	compose music for a	The focus of study in	isolation and in		
paint, clay]	algorithms and	individuals or groups	to focus on Europe	organisation of relevant	range of purposes	modern languages will	combination		
□ about great artists,	programs	□ generate, develop,	(including the location	historical information.	using the interrelated	be on practical	 play competitive 		
architects and	understand computer	model and	of Russia) and North	They should understand	dimensions of music	communication. If an	games, modified		
designers in	networks including the internet; how	communicate their	and South America,	how our knowledge of the past is constructed	 listen with attention 	ancient language is chosen the focus will be	where appropriate		
history.	they can provide	ideas through	concentrating on their environmental regions,	from a range of sources.	to detail and recall	to provide a linguistic	[for example,		
	multiple services,	discussion, annotated	key physical and	In planning to ensure	sounds with	foundation for reading	badminton,		
	such as the world	sketches, cross- sectional and	human characteristics,	the progression	increasing aural	comprehension and an	basketball, cricket,		
	wide web; and the	exploded diagrams,	countries, and major	described above	memory	appreciation of classical	football, hockey,		
	opportunities they	prototypes, pattern	cities	through teaching the	use and understand	civilisation. Pupils	netball, rounder's		
	offer for	pieces and computer-	□ name and locate	British, local and world	staff and other	studying ancient	and tennis], and		
	communication and	aided design	counties and cities of	history outlined below,	musical notations	languages may take	apply basic		
	collaboration	Make	the United Kingdom,	teachers should	appreciate and	part in simple oral	principles suitable		
	use search	□ select from and use a	geographical regions	combine overview and	understand a wide	exchanges, while	for attacking and		
	technologies	wider range of tools	and their identifying	depth studies to help		discussion of what they	defending		
	effectively,	and equipment to	human and physical	pupils understand both	range of high-quality live and recorded	read will be conducted	 develop flexibility, 		
	appreciate how	perform practical tasks	characteristics, key	the long arc of	music drawn from	in English. A linguistic	strength,		
	results are selected	[for example, cutting,	topographical features	development and the	different traditions	foundation in ancient	technique, control		
	and ranked, and be	shaping, joining and	(including hills,	complexity of specific	and from great	languages may support	and balance [for		
	discerning in	finishing], accurately select from and use a	mountains, coasts and	aspects of the content.	composers and	the study of modern	example, through		
	evaluating digital	wider range of	rivers), and land-use	Pupils should be taught	musicians	languages at key stage	athletics and		
	content	materials and	patterns; and	about:		3	gymnastics]		
	□ select, use and	components, including	understand how some	□ changes in Britain	develop an	Pupils should be taught	perform dances		
	combine a variety	construction materials,	of these aspects have	from the Stone Age to	understanding of the	to:	using a range of		
	of software	textiles and	changed over time	the Iron Age	history of music	☐ listen attentively to	movement patterns		
	(including internet	ingredients, according	□ identify the position	□the Roman Empire		spoken language and	· ·		
	services) on a	to their functional	and significance of	and its impact on		show understanding			
	range of digital	properties and	latitude, longitude,	Britain		by joining in and	and adventurous		
	devices to design	aesthetic qualities	Equator, Northern	□Britain's settlement by		responding	activity challenges both individually		
	and create a range	Evaluate	Hemisphere, Southern	Anglo-Saxons and		□ explore the patterns			
	of programs,	investigate and analyse	Hemisphere, the	Scots		and sounds of	and within a team		
	systems and	a range of existing products	Tropics of Cancer and	□the Viking and Anglo-		language through	compare their		
	content that	evaluate their ideas and	Capricorn, Arctic and	Saxon struggle for the		songs and rhymes	performances with		
	accomplish given	products against their	Antarctic Circle, the	Kingdom of England to		and link the spelling,	previous ones and		
	goals, including	own design criteria	Prime/Greenwich	the time of Edward the		sound and meaning of	demonstrate		
	collecting,	and consider the views	Meridian and time	Confessor		words	improvement to		
	analysing,	of others to improve	zones (including day	□ a local history study		□ engage in	achieve their		
	evaluating and	their work	and night)	☐ the achievements of		conversations; ask	personal best		
	presenting data	□ understand how key	Place knowledge	the earliest civilizations		and answer questions;	Swimming and water		
	and information	events and individuals	□ understand	 an overview of where 		express opinions and	All schools must provide		
	□ use technology safely,	in design and	geographical	and when the first		respond to those of	All schools must provide		
	respectfully and	technology have	similarities and	civilizations appeared		others; seek	swimming instruction		
	responsibly;	helped shape the world	differences through	and a depth study of		clarification and help*	either in key stage 1 or key stage 2.		
	recognise	Technical knowledge	the study of human	one of the following:		□ speak in sentences,	In particular, pupils		
	acceptable/unacce	apply their	and physical	Ancient Sumer; The		using familiar	should be taught to:		
	ptable behaviour;	_ 206.7	geography of a region	Indus Valley; Ancient		vocabulary, phrases	Should be laught to.		
		Page 27 of 42							

identify a range of	understanding of how	of the United Kingdom,	Egypt; The Shang	1	and basic language		
ways to report	to strengthen, stiffen	a region in a European	Dynasty of Ancient		structures	•	swim competently,
concerns about	and reinforce more	country, and a region	China		□ develop accurate		confidently and
	complex structures				•		proficiently over a
content and contact.	understand and use	within North or South America	 □ Ancient Greece – a study of Greek life and 		pronunciation and intonation so that		distance of at least
contact.	mechanical systems in	Human and physical	1				25 meters
	their products [for		achievements and their		others understand	•	use a range of
	example, gears,	geography	influence on the western		when they are reading		strokes effectively
	pulleys, cams, levers	□ describe and	world		aloud or using familiar		[for example, front
	and linkages]	understand key	□ a non-European		words and phrases*		crawl, backstroke
	 understand and use 	aspects of:	society that provides		□ present ideas and		and breaststroke]
	electrical systems in	physical geography,	contrasts with British		information orally to a		perform safe self-
	their products [for	including: climate	history – one study		range of audiences*	•	rescue in different
	example, series	zones, biomes and	chosen from: early		□ read carefully and		water-based
	circuits incorporating	vegetation belts,	Islamic civilization,		show understanding of		situations
	switches, bulbs,	rivers, mountains,	including a study of		words, phrases and		Situations
	buzzers and motors]	volcanoes and	Baghdad c. AD 900;		simple writing		
	□ apply their	earthquakes, and the	Mayan civilization c. AD		□ appreciate stories,		
	understanding of	water cycle	900; Benin (West Africa)		songs, poems and		
	computing to program, monitor and control	□ human geography,	c. AD 900-1300.		rhymes in the		
	their products.	including: types of			language		
	Cooking and nutrition	settlement and land			□ broaden their		
	As part of their work with	use, economic activity			vocabulary and		
	food, pupils should be	including trade links,			develop their ability to		
		and the distribution of			understand new words		
	taught how to cook and	natural resources			that are introduced		
	apply the principles of	including energy, food,			into familiar written		
	nutrition and healthy	minerals and water			material, including		
	eating. Instilling a love of	Geographical skills			through using a		
	cooking in pupils will	and fieldwork			dictionary		
	also open a door to one	use maps, atlases,			□ write phrases from		
	of the great expressions	globes and			memory, and adapt		
	of human creativity.	digital/computer			these to create new		
	Learning how to cook is	mapping to locate			sentences, to express		
	a crucial life skill that	countries and describe			ideas clearly		
		features studied			describe people,		
	enables pupils to feed	use the eight points of			places, things and		
	themselves and others	a compass, four and			actions orally* and in		
	affordably and well now	six-figure grid			writing Understand basic		
	and in later life.	references, symbols			grammar appropriate to		
	Pupils should understand	and key (including the use of Ordnance			the language being		
	and apply the principles of	Survey maps) to build			studied, including (where		
	a healthy and varied diet				relevant): feminine,		
	□ prepare and cook a	their knowledge of the United Kingdom and			masculine and neuter		
	variety of	the wider world			forms and the conjugation		
	predominantly savoury	use fieldwork to			of high-frequency verbs;		
	dishes using a range of cooking techniques	observe, measure,			key features and patterns		
	□ understand seasonality,	record and present the			of the language; how to		
	and know where and	human and physical			apply these, for instance,		
	how a variety of	features in the local			to build sentences; and		
	ingredients are grown,	area using a range of			how these differ from or		
	reared, caught and	methods, including			are similar to English.		
	processed.	sketch maps, plans			The starred (*) content above will not be		
		and graphs, and digital			applicable to ancient		
		technologies.			languages.		
		technologies.			anguages.		
	ı	_	L			1	
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	Year 5 Non-Core Subjects						
Art & Design	Computing	Design & Technology	Geography	History	Music	Modern Foreign Language	PE
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. Pupils should be taught: 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.	Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

technologies	Make	understand how some	□ changes in Britain	develop an	Pupils should be taught	perform dances
effectively,	□ select from and use a	of these aspects have	from the Stone Age to	understanding of the	to:	using a range of
appreciate how	wider range of tools	changed over time	the Iron Age	history of music	liston attantively to	movement patterns
results are selected	and equipment to	□ identify the position	□the Roman Empire		□ listen attentively to	take part in outdoor
		and significance of	and its impact on		spoken language and show	and adventurous
and ranked, and be	perform practical	latitude, longitude,	Britain		understanding by	activity challenges
discerning in	tasks [for example,	Equator, Northern	☐Britain's settlement by		joining in and	both individually
evaluating digital	cutting, shaping,	Hemisphere, Southern	Anglo-Saxons and		responding	and within a team
content	joining and finishing],	Hemisphere, the	Scots			compare their
□ select, use and	accurately	Tropics of Cancer and Capricorn, Arctic and	□the Viking and Anglo- Saxon struggle for the		□ explore the patterns	performances with
combine a variety	□ select from and use a	Antarctic Circle, the	Kingdom of England to		and sounds of	previous ones and
of software	wider range of	Prime/Greenwich	the time of Edward the		language through	demonstrate
(including internet	materials and	Meridian and time	Confessor		songs and rhymes	improvement to
`		zones (including day	a local history study		and link the	achieve their
services) on a	components,	and night)	the achievements of		spelling, sound and	personal best
range of digital	including	Place knowledge	the earliest civilizations		meaning of words	Swimming and water
devices to design	construction	□ understand	- an overview of where		□ engage in	safety
and create a range	materials, textiles	geographical	and when the first		conversations; ask	All schools must provide
of programs,	and ingredients,	similarities and	civilizations appeared		and answer	swimming instruction
systems and	according to their	differences through	and a depth study of		questions; express	either in key stage 1 or
content that	functional properties	the study of human	one of the following:		opinions and	key stage 2.
	· ·	and physical	Ancient Sumer; The		respond to those of	In particular, pupils
accomplish given	and aesthetic	geography of a region	Indus Valley; Ancient		others; seek	should be taught to:
goals, including	qualities	of the United Kingdom,	Egypt; The Shang		clarification and	 swim competently,
collecting,	Evaluate	a region in a European	Dynasty of Ancient		help*	confidently and
analysing,	□ investigate and	country, and a region	China		□ speak in sentences,	proficiently over a
evaluating and	analyse a range of	within North or South America	 □ Ancient Greece – a study of Greek life and 		using familiar	distance of at least
presenting data	existing products	Human and physical	achievements and their		vocabulary,	25 meters
and information	□ evaluate their ideas	geography	influence on the western		phrases and basic	use a range of
use technology		□ describe and	world		language	strokes effectively
	and products against	understand key	□ a non-European		structures	[for example, front
safely, respectfully	their own design	aspects of:	society that provides		□ develop accurate	crawl, backstroke
and responsibly;	criteria and consider	□ physical geography,	contrasts with British		pronunciation and	and breaststroke]
recognise	the views of others to	including: climate	history – one study		intonation so that	perform safe self-
acceptable/unacce	improve their work	zones, biomes and	chosen from: early		others understand	rescue in different
ptable behaviour;	□ understand how key	vegetation belts,	Islamic civilization,		when they are	water-based situations
identify a range of	events and	rivers, mountains,	including a study of		reading aloud or	อแนสแบบร
ways to report	individuals in design	volcanoes and	Baghdad c. AD 900;		using familiar	
concerns about	and technology have	earthquakes, and the	Mayan civilization c. AD		words and	
	0,	water cycle	900; Benin (West Africa)		phrases*	
content and	helped shape the	□ human geography, including: types of	c. AD 900-1300.		□ present ideas and	
contact.	world	settlement and land			information orally	
	Technical knowledge	use, economic activity			to a range of	
	□ apply their	including trade links,			audiences*	
	understanding of	and the distribution of			_	
	how to strengthen,	natural resources			□ read carefully and	
	stiffen and reinforce	including energy, food,			show	
	more complex	minerals and water			understanding of	
	'	Geographical skills			words, phrases	
	structures	and fieldwork			and simple writing	
	□ understand and use	□ use maps, atlases,			□ appreciate stories,	
	mechanical systems	globes and			songs, poems and	
		digital/computer			1	
		Page 3 0	n of 42			

in their products [for	mapping to locate	rhymes in the
example, gears,	countries and describe	language
pulleys, cams, levers	features studied	□ broaden their
and linkages]	use the eight points of	vocabulary and
□ understand and use	a compass, four and	develop their ability
electrical systems in	six-figure grid	to understand new
	references, symbols and key (including the	words that are
their products [for	use of Ordnance	introduced into
example, series	Survey maps) to build	familiar written
circuits incorporating	their knowledge of the	material, including
switches, bulbs,	United Kingdom and	through using a
buzzers and motors]	the wider world	dictionary
□ apply their	□ use fieldwork to	□ write phrases from
understanding of	observe, measure,	memory, and adapt
	record and present the	these to create
computing to	human and physical	new sentences, to
program, monitor	features in the local	express ideas
and control their	area using a range of	clearly
products.	methods, including	
Cooking and nutrition	sketch maps, plans	□ describe people,
As part of their work with	and graphs, and digital	places, things and
food, pupils should be	technologies.	actions orally* and
taught how to cook and		in writing
apply the principles of		Understand basic
nutrition and healthy		grammar appropriate to
eating. Instilling a love of		the language being
		studied, including
cooking in pupils will also		(where relevant):
open a door to one of the		feminine, masculine and
great expressions of		neuter forms and the
human creativity.		conjugation of high-
Learning how to cook is a	H	frequency verbs; key features and patterns of
crucial life skill that		the language; how to
enables pupils to feed		apply these, for
themselves and others		instance, to build
affordably and well now		sentences; and how
and in later life.		these differ from or are
Pupils should understand	i	similar to English.
and apply the principles of	f	The starred (*) content
a healthy and varied diet		above will not be
□ prepare and cook a		applicable to ancient
variety of		languages.
predominantly savour	,	
dishes using a range		
of cooking techniques		
□ understand seasonality		
and know where and	,	
how a variety of		
· · · · · · · · · · · · · · · · · · ·		
ingredients are grown		
reared, caught and		
processed.		

			n-Core Subjects				
Art & Design	Computing	Design & Technology	Geography	History	Music	Modern Foreign Language	PE
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. Pupils should be taught: 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.	Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are	Design & Technology Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, nounder's and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information select, use and combined internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about content and contact.	Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography describe and understand key aspects of:	□ changes in Britain from the Stone Age to the Iron Age □ the Roman Empire and its impact on Britain □ Britain's settlement by Anglo-Saxons and Scots □ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor □ a local history study □ the achievements of the earliest civilizations − an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China □ Ancient Greece − a study of Greek life and achievements and their influence on the western world □ a non-European society that provides	develop an understanding of the history of music	3. Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language	perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 meters use a range of strokes effectively [for example, front crawl, backstroke and herosetters and inventors and strokes effectively and proficiently over a distance of at least 25 meters see a range of strokes effectively [for example, front crawl, backstroke]
accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about	textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to	and night) Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography describe and	□ the achievements of the earliest civilizations — an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China □ Ancient Greece — a study of Greek life and achievements and their influence on the western world □ a non-European society that provides contrasts with British history — one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.		and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary,	Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 meters use a range of strokes effectively [for example, front

	electrical systems in	mapping to locate		□ appreciate stories,	
	their products [for	countries and describe		songs, poems and	
	example, series circuits	features studied		rhymes in the	
	incorporating switches,	use the eight points of		language	
	bulbs, buzzers and	a compass, four and		□ broaden their	
	•	six-figure grid		vocabulary and	
	motors]	references, symbols		develop their ability	
	□ apply their	and key (including the use of Ordnance		to understand new	
	understanding of	Survey maps) to build		words that are	
	computing to program,	their knowledge of the		introduced into	
	monitor and control	United Kingdom and		familiar written	
	their products.	the wider world		material, including	
	Cooking and nutrition	□ use fieldwork to		through using a	
	As part of their work	observe, measure,		dictionary	
	with food, pupils should	record and present the		□ write phrases from	
	be taught how to cook	human and physical		memory, and adapt	
	=	features in the local		these to create	
	and apply the	area using a range of methods, including		new sentences, to	
	principles of nutrition	sketch maps, plans		express ideas	
	and healthy eating.	and graphs, and digital		clearly	
	Instilling a love of	technologies.		□ describe people,	
	cooking in pupils will	G		places, things and	
	also open a door to			actions orally* and	
	one of the great			in writing	
	expressions of human			Understand basic	
	creativity. Learning			grammar appropriate to	
	how to cook is a crucial			the language being	
	life skill that enables			studied, including	
	pupils to feed			(where relevant):	
	' '			feminine, masculine and	
	themselves and others			neuter forms and the	
	affordably and well			conjugation of high-	
	now and in later life.			frequency verbs; key features and patterns of	
	Pupils should			the language; how to	
	understand			apply these, for	
	and apply the principles			instance, to build	
	of a healthy and varied			sentences; and how	
	diet			these differ from or are	
	□ prepare and cook a			similar to English.	
	variety of			The starred (*) content	
	predominantly savoury			above will not be	
	dishes using a range of			applicable to ancient languages.	
				ialiyuayes.	
	cooking techniques				
	□ understand				
	seasonality, and know				
	where and how a				
	variety of ingredients				
	are grown, reared,				
	caught and processed.				
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Religious Education

Programme of Study for KS1

Throughout KS1 pupils investigate Christianity and are introduced to a least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance of value of religion and beliefs for some children and their families. Pupils ask relevant questions and use their imagination to develop a sense of wonder about the world. They talk about what it is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

belief Pupils should be taught to	KS1 RE						
belief Pupils should be taught to	Knowledge, skill	and understanding	During this key stage pupils sho		and understanding through the		
 explore a range of religious stories and sacred writings, and talk about their meanings name and explore a range of celebrations, worship and rituals in religion noting similarities and differences, where appropriate identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives explore how religious beliefs and ideas can be expressed through the creative and explore a range of religious sand spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness such as worship, wonder, praise, thanks, concern, joy and sadness ask and respond imaginatively to puzzling questions, communicating their ideas identify what matters to them and others, including those with religious commitments and communicate their responses explore how religious beliefs and ideas can be expressed through the creative and stores and sacred writings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness ask and respond imaginatively to puzzling questions, communicating their ideas identify what matters to them and others, including those with religious commitments and communicate their responses identify what matters to them and others, including those with religious commitments and communicate their responses reflect on how spiritual and moral values relate to their Chelorations (Buddhism, Hinduism, Islam or Sikhism) possibly with a local presence and s secular world view as appropriate, and touching on any relevant area of study Encountering examples from other religions (Buddhism, Hinduism, Islam or Sikhism) possibly with a local presence and s secular world view within any of the learning themes (Minimum equivalent of no fewer than 3 terms on Christiani	•		Religions and beliefs	Learning themes	Experiences and opportunities		
communicate their responses • particularly those concerned Symbols and Artefacts Ho	 explore a range of religious stories and sacred writings, and talk about their meanings name and explore a range of celebrations, worship and rituals in religion noting similarities and differences, where appropriate identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses identify and suggest meaning 	 reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness ask and respond imaginatively to puzzling questions, communicating their ideas identify what matters to them and others, including those with religious commitments and communicate their responses reflect on how spiritual and moral values relate to their own behaviour particularly those concerned 	the learning themes Introducing one other principal religion, Judaism (including at least theme 1 -4) Encountering examples from other religions (Buddhism, Hinduism, Islam or Sikhism) possibly with a local presence and s secular world view as appropriate, and touching on any relevant area of study Encountering a secular world view within any of the learning themes (Minimum equivalent of no fewer than 3 terms on Christianity and one term on Judaism)	Prayer and Worship How and why people come and pray and what happens in a place of worship Leaders and Teachers Figures who have an influence on others locally, nationally and globally in religion and why Stories and books How and why some stories and books	Visiting places of worship with a focus on stories, symbols and feelings Listening and responding to visitors from the local faith communities Using their senses to respond to religious artefacts Experiencing times of celebration, ritual, silence and quiet reflection Using art and design, music, dance, and drama to express feelings and ideas Beginning to use ICT to explore religions and belief Encountering secular world views and sharing their own beliefs, ideas and values		

begin to use a range of religious words and phrases	 and injustice recognise that reliteaching and idea difference to individe families and the locommunity. 	s make a iduals,		religious mea used	aning and why they are	
	Level Descriptions for Religious Education (Suffolk)					
Level 1			Level 2		Level 3	
Attainment Target 1: Learning about reli	gion and belief	Attainment Target 1: Learning about religion and belief		Attainment Target 1: Learning about religion and belief		
Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression.		Pupils use religious words and phrases to identify some features of religion and its importance for some people . They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.		Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.		
Attainment Target 2: Learning from religion and belief		Attainment Target 1: Learning from religion and belief		ef	Attainment Target 2:	
Pupils talk about their own experience and feelings, what they find interesting of puzzling and what is of value and to themselves and to others		others' exper questions ca relation to m	ask and respond, sensitively to, questions about their own and resperiences and feelings. They recognise that some ons cause people to wonder and are difficult to answer. In not omatters of right and wrong, they recognise their own values ose of others		Pupils identify what influences them, making links between aspects of their own and experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.	

Programme of Study for KS2

Throughout Key Stage 2 pupils learn about Christianity and other religions, recognising the impact of religion and belief both locally and globally. They make connections between differing aspects of religion and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions, and the importance of dialogue between people of different beliefs. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and in valuing what is good and true. They communicate their ideas clearly, recognising other people's viewpoints. They consider their own beliefs and values and those of others, in the light of their learning in religious education.

	KS2 RE						
Knowledge, sl	kills and understanding	During this key sta	ge pupils should be taught the knowledge,	e, skills and understanding through the following:			
Learning about religion and belief	Learning from religion and belief	Religions and beliefs	Learning themes	Experiences and opportunities			
Pupils should be taught to: • describe the key aspects of religions, especially the people, stories and traditions that influence their beliefs and values	Pupils should be taught to: • reflect on what it means to belong to a faith community, communicating their own and others' responses	Exploring Christianity in more detail – incorporating each learning theme overleaf • Investigating two principal religions1	Learning themes2 1 Beliefs and What key beliefs Questions people hold about	encountering religion through visitors or visits to places of worship where possible, and where not, making use of video, Internet and e-mail • meeting, in action and dialogue, including people who			

describe the variety of practices	respond to the challenges of	Hinduism and Islam – including at		God, the world	are religious believers
and ways of life in religions and	commitment both in their own lives	least themes 1 – 4		and humans	and considering a range of human and religious
understand how these stem from,	and within religious traditions,	Revisiting or encountering the	2 Inspirational	Why some figures,	experiences and feelings
and are closely connected with,	recognising how commitment to a	other principal religious	People	e.g. founders,	debating some religious and philosophical questions,
beliefs and teachings	religion is shown in a variety of	communities		leaders and	reflecting on their own and others' insights into life and
 identify and begin to describe the 	ways	(Buddhism, Judaism, Sikhism)		teachers, inspire	its origin, purpose and meaning and learning to
similarities and differences within	 discuss their own and others' 	touching on various themes or		religious believers	disagree respectfully
and between religions	views of religious truth and belief,	looking at one in detail.	3 Teachings	What sacred texts	expressing and communicating their own and others'
 investigate the significance of 	expressing their own ideas	 A secular world view within any of 	and Authority	and other sources	insights through art and design, music, dance, drama
religion in the local, national and	 reflect on ideas of right and wrong 	the themes.		say about God,	and ICT
global communities	and their own and others'	N.B. A minimum equivalent of four		the world and	comparing religions with the world views of pupils,
 consider the meaning of a range of 	responses to them	terms should be spent on		human life	including, where appropriate,
forms of religious expression,	 reflect on sources of inspiration in 	Christianity, two terms each on	4 Religion and	What is expected	secular philosophies or religious traditions not
understand why they are important	their own and others' lives.	Hinduism and Islam and one term	the Individual	of a believer	otherwise being studied
in religion, and note links between		on each of the other religions.		following a religion	developing ICT use, particularly in enhancing pupils'
them		Christianity should be included in		and the impact of	awareness of religion and belief globally.
 describe, and begin to understand, 		each year and more time spent on it		belief on people's	
religious and other responses to		than on any other individual religion		lives	
ultimate and ethical questions			5 Religion,	How religious	
 use specialist vocabulary in 			Family and	families and	
communicating their knowledge and			Community	communities	
understanding				practise their faith	
use and interpret information about				and the	
religions from a range of sources.				contributions this	
				makes to local life	
			6 Worship,	Where, how and	
			Pilgrimage	why people	
			and Sacred	worship, including	
			Places	the importance of	
				some particular	
			7 The January	religious sites	
			7 The Journey	Why some	
			of Life and	occasions are	
			Death	sacred to	
				believers and	
				what people think about life after	
				death	
			8 Symbols	How religious and	
			and Religious	spiritual ideas are	
			Expression	expressed	
			9 Beliefs in	How religions	
			Action in the	respond to global	
			World	issues	
			110110	e.g. human rights,	
				fairness, social	
				justice and the	
				importance of the	
				environment	
				CHAILOHILIGHT	

	Level Descriptions for Religious Education (Suffolk)						
Level 1	Level 2	Level 3					
Attainment Target 1: Learning about religion and belief	Attainment Target 1: Learning about religion and belief	Attainment Target 1: Learning about religion and belief					
Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression.	Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.	Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.					
Attainment Target 2: Learning from religion and belief Pupils talk about their own experience and feelings, what they find interesting of puzzling and what is of value and to themselves and to others	Attainment Target 1: Learning from religion and belief Pupils ask and respond, sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others	Attainment Target 2: Pupils identify what influences them, making links between aspects of their own and experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.					
Level 4	Level 5	Level 6					
Attainment Target 1: Pupils use a developing religious vocabulary to describe and show understanding of Sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression	Attainment Target 1: Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions	Attainment Target 1: Pupils use religious and philosophical vocabulary to give informed accounts of religion and belief, explaining the reasons for diversity within and between them. They explain why the impact of religion and belief on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.					
Attainment Target 2: Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.	Attainment Target 1: Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.	Attainment Target 1: Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments					

PSHEe KS1 & KS2

During Key Stages 1 and 2 learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stages 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Overarching Concepts

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
- Risk (to be managed rather than simply avoided) and safety (including behaviour and strategies in different settings)
- **Diversity** and **equality** (in all its forms)
- Rights, responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- Career (including enterprise and economic understanding).

Essential Skills							
The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	The skills of enquiry					
 Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) Learning from experience to seek out and make use of constructive feedback Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) Making decisions (including knowing when to be flexible) Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) Self-regulation (including managing strong emotions e.g. negativity and impulse) Recognising and managing the need for peer approval Self-organisation (including time management) 	 Active listening Empathy Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience) Negotiation (including flexibility, self-advocacy and compromise) Recognising and utilising strategies for managing pressure, persuasion and coercion Responding to the need for positive affirmation for self and others 	 Formulating questions Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) Analysis (including separating fact from opinion) Planning and deciding Recalling and applying knowledge creatively and in novel situations Drawing and defending conclusions using evidence and not just assertion Identification, assessment (including prediction) and management of risk. Evaluating social norms Reviewing progress against objectives 					

Programme of Study

Core Themes Living in the wider world Health and wellbeing Relationships Pupils should be taught: Pupils should be taught: Pupils should be taught: 1. what is meant by a healthy lifestyle 1. how to develop and maintain a variety of healthy relationships, 1. about respect for self and others and the importance of responsible within a range of social/cultural contexts behaviours and actions 2. how to maintain physical, mental and emotional health and 2. how to recognise and manage emotions within a range of 2. about rights and responsibilities as members of families, other wellbeina groups and ultimately as citizens relationships 3. how to manage risks to physical and emotional health and 3. how to recognise risky or negative relationships including all forms 3. about different groups and communities wellbeing of bullying and abuse 4. ways of keeping physically and emotionally safe 4. to respect equality and to be a productive member of a diverse 4. how to respond to risky or negative relationships and ask for help community 5. about managing change, such as puberty, transition and loss 5. about the importance of respecting and protecting the environment 5. How to respect equality and diversity in relationships. 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how to respond in an emergency 7. how money plays an important part in people's lives 8. to identify different influences on health and wellbeing 8. a basic understanding of enterprise KS1 KS2 KS1 KS2 KS2 Pupils should have the Building on Key Stage 1, Pupils should have the Building on Key Stage 1, pupils Pupils should have the Building on Key Stage 1, pupils pupils should have the should have the opportunity to should have the opportunity to opportunity to learn: opportunity to learn: opportunity to learn: □ what constitutes a healthy opportunity to learn: □ to communicate their feelings □ how to contribute to the life of learn: learn: lifestyle including the benefits □ what positively and to others, to recognise how □ to recognize and respond the classroom □ to research, discuss and negatively affects their others show feelings and how to appropriately to a wider range of debate topical issues, problems of physical activity, rest. □ to help construct, and agree to healthy eating and dental physical, mental and respond feelings in others follow, group and class rules and and events concerning health emotional health (including to recognise how their □ to recognise what constitutes a to understand how these rules and wellbeing and offer their behaviour affects other people positive, healthy relationship and recommendations to appropriate □ to recognise what they like the media) help them and dislike, how to make real, □ how to make informed □ the difference between secrets develop the skills to form and ☐ that people and other living people □ why and how rules and laws informed choices that improve choices (including recognising and surprises and the importance maintain positive and healthy things have needs and that they of not keeping adults' secrets, relationships have responsibilities to meet that protect themselves and their physical and emotional that choices can have health, to recognise that positive, neutral and negative only surprises □ To recognise ways in which a them (including being able to others are made and enforced, choices can have good and consequences) and to begin □ to recognise what is fair and relationship can be unhealthy take turns, share and understand why different rules are needed in not so good consequences to understand the concept of a unfair, kind and unkind, what is and who to talk to if they need the need to return things that different situations and how to □ to think about themselves. 'balanced lifestyle' right and wrong support. have been borrowed) take part in making and changing to learn from their □ to recognise opportunities □ to share their opinions on □ to be aware of different types □ that they belong to various rules to make their own choices experiences, to recognise and things that matter to them and of relationship, including those groups and communities such as ☐ to realise the consequences of celebrate their strengths and about food, what might explain their views through between friends and families, civil family and school anti-social and aggressive set simple but challenging influence their choices and the discussions with one other □ what improves and harms their behaviours such as bullying and partnerships and marriage benefits of eating a balanced person and the whole class □ that their actions affect local, natural and built discrimination on individuals and goals about good and not so good to listen to other people and themselves and others environments and about some of communities feelings, a vocabulary to □ to reflect on and celebrate play and work cooperatively to judge what kind of physical ☐ that there are different kinds of the ways people look after them describe their feelings to their achievements, identify (including strategies to resolve contact is acceptable or ☐ that money comes from responsibilities, rights and duties others and simple strategies their strengths, areas for simple arguments through unacceptable and how to different sources and can be at home, at school, in the for managing feelings improvement, set high negotiation) to offer constructive respond to the concept of used for different purposes, community and towards the □ about change and loss and aspirations and goals support and feedback to others 'keeping something confidential including the concepts of environment or secret', when we should or the associated feelings □ to deepen their □ to identify and respect the spending and saving □ to resolve differences by (including moving home, understanding of good and differences and similarities should not agree to this and □ about the role money plays in looking at alternatives, seeing losing toys, pets or friends) not so good feelings, to between people when it is right to 'break a their lives including how to and respecting others' points of extend their vocabulary to □ to identify their special people confidence' or 'share a secret' view, making decisions and □ the importance of and how manage their money, keep it enable them to explain both (family, friends, carers), what □ to listen and respond safe, choices about spending explaining choices to maintain personal hygiene □ how some diseases are the range and intensity of their makes them special and how respectfully to a wide range of money and what influences those □ what being part of a feelings to others special people should care for people, to feel confident to raise choices spread and can be controlled community means, and about the and the responsibilities they to recognise that they may one another their own concerns, to recognise varied institutions that support

have for their own health and	experience conflicting	☐ to judge what kind of physical	and care about other people's	communities locally and
that of others	emotions and when they	contact is acceptable,	feelings and to try to see, respect	nationally
□ about the process of	might need to listen to their	comfortable, unacceptable and	and if necessary constructively	to recognise the role of
growing from young to old and	emotions or overcome them	uncomfortable and how to	challenge their points of view	voluntary, community and
how people's needs change	□ about change, including	respond (including who to tell and	□ to work collaboratively towards	pressure groups, especially in
□ about growing and	transitions (between Key	how to tell them)	shared goals	relation to health and wellbeing
changing and new	Stages and schools), loss,	☐ that people's bodies and	□ to develop strategies to resolve	□ to appreciate the range of
opportunities and	separation, divorce and	feelings can be hurt (including	disputes and conflict through	national, regional, religious and
responsibilities that increasing	bereavement	what makes them feel	negotiation and appropriate	ethnic identities in the United
independence may bring	to differentiate between the	comfortable and uncomfortable)	compromise and to give rich and	Kingdom
☐ the names for the main	terms, 'risk', 'danger' and	☐ to recognise when people are	constructive feedback and	□ to think about the lives of
parts of the body (including	'hazard'	being unkind either to them or	support to benefit others as well	people living in other places, and
external genitalia) the	□ to deepen their	others, how to respond, who to	as themselves	people with different values and
similarities and differences	understanding of risk by	tell and what to say	☐ that differences and similarities	customs
between boys and girls	recognising, predicting and	☐ that there are different types of	between people arise from a	□ about the role money plays in
☐ that household products,	assessing risks in different	teasing and bullying, that these	number of factors, including	their own and others' lives,
including medicines, can be	situations and deciding how to	are wrong and unacceptable	family, cultural, ethnic, racial and	including how to manage their
harmful if not used properly	manage them responsibly	□ how to resist teasing or	religious diversity, age, sex,	money and about being a critical
□ rules for and ways of	(including sensible road use	bullying, if they experience or	gender identity, sexual	consumer
keeping physically and	and risks in their local	witness it, whom to go to and	orientation, and disability (see	□ to develop an initial
emotionally safe (including	environment) and to use this	how to get help	'protected characteristics' in the	understanding of the concepts of
road safety, safety in the	as an opportunity to build		Equality Act 2010)	'interest', 'loan', 'debt', and 'tax'
environment, safety online,	resilience		☐ to realise the nature and	(e.g. their contribution to society
the responsible use of ICT,	□ to recognise their increasing		consequences of discrimination,	through the payment of VAT)
the difference between	independence brings		teasing, bullying and aggressive	□ that resources can be
secrets and surprises and	increased responsibility to		behaviours (including cyber	allocated in different ways and
understanding not to keep	keep themselves and others		bullying, use of prejudice-based	that these economic choices
adults' secrets)	safe		language, how to respond and	affect individuals, communities
□ about people who look after	☐ that bacteria and viruses		ask for help)	and the sustainability of the
them, their family networks,	can affect health and that		□ to recognise and manage	environment
who to go to if they are	following simple routines can		'dares'	□ about enterprise and the skills
worried and how to attract	reduce their spread		□ to recognise and challenge	that make someone 'enterprising'
their attention, ways that	☐ that pressure to behave in		stereotypes	□ to explore and critique how the
pupils can help these people	an unacceptable, unhealthy or			media present information
to look after them □ to	risky way can come from a			
recognise that they share a	variety of sources, including			
responsibility for keeping	people they know and the			
themselves and others safe,	media			
when to say, 'yes', 'no', 'I'll	□ to recognise when and how			
ask' and 'l'll tell'	to ask for help and use basic			
	techniques for resisting			
	pressure to do something			
	dangerous, unhealthy, that			
	makes them uncomfortable,			
	anxious or that they believe to			
	be wrong			
	school rules about health			
	and safety, basic emergency			
	aid procedures, where and			
	how to get help			
	□ what is meant by the term			
	'habit' and why habits can be			
	hard to change			
	□ which, why and how,			
	commonly available			
ı	SUDSTANCES AND OTHOS		1	

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(including alcohol and		
tobacco) could damage their		
immediate and future health		
and safety, that some are		
legal, some are restricted and		
some are illegal to own, use		
and supply to others		
□ how their body will change		
as they approach and move		
through puberty		
□ to recognise how images in		
the media do not always		
reflect reality and can affect		
how people feel about		
themselves		
□ about human reproduction		
□ strategies for keeping		
physically and emotionally		
safe including road safety,		
safety in the environment and		
safety online (including social		
media, the responsible use of		
ICT and mobile phones)		
☐ the importance of protecting		
personal information,		
including passwords,		
addresses and images		
□ about people who are		
responsible for helping them		
stay healthy and safe and		
ways that they can help these		
people		