

## Long Term Progression Maps

### Key:

Taught in every term	Taught in Cycle B - Autumn
Taught in Cycle A - Autumn	Taught in Cycle B - Spring
Taught in Cycle A - Spring	Taught in Cycle B - Summer
Taught in Cycle A - Summer	

Subject	2s and 3s	EYFS / Year 1	Year 2 & 3	Year 4 & 5	Year 6
English	<p><b>Communication and Language:</b></p> <p><b>Twos</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</li> <li>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</li> <li>Watch someone's face as they talk.</li> <li>Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</li> <li>Enjoy singing, music and toys that make sounds.</li> <li>Recognise and are calmed by a familiar and friendly voice.</li> <li>Listen and respond to a simple instruction.</li> <li>Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</li> <li>Babble, using sounds like 'baba', 'mamama'.</li> <li>Use gestures like waving and pointing to communicate.</li> <li>Reach or point to something they want while making sounds.</li> <li>Copy your gestures and words.</li> <li>Constantly babble and use single words during play.</li> <li>Use intonation, pitch and changing volume when 'talking'.</li> <li>Understand single words in context – 'cup', 'milk', 'daddy'.</li> <li>Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</li> <li>Understand simple instructions like "give to nanny" or "stop".</li> <li>Recognise and point to objects if asked about them.</li> </ul>	<p><b>Spoken Language</b></p> <p><b>Reception</b></p> <p><b>Communication and Language</b></p> <p><b>ELG: Listening, Attention and Understanding</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>Year 1</b></p> <p><b>Spoken Language</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> </ul>	<p><b>Spoken Language</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul> <p><b>Reading - word reading</b></p> <p><b>Year 2</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative</li> </ul>	<p><b>Spoken Language</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul> <p><b>Reading-Word reading</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Reading-comprehension</b></p> <p>Pupils should be taught to:</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p>	<p><b>Spoken Language</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul> <p><b>Reading-Word reading</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Reading-comprehension</b></p> <p>Pupils should be taught to:</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p>

	<ul style="list-style-type: none"> <li>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>Listen to other people's talk with interest, but can easily be distracted by other things.</li> <li>Make themselves understood, and can become frustrated when they cannot.</li> <li>Start to say how they are feeling, using words as well as actions.</li> <li>Start to develop conversation, often jumping from topic to topic.</li> <li>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>Use the speech sounds p, b, m, w.</li> <li>Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'</li> <li>Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')</li> </ul> <p><b>Nursery</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and will remember much of what happens;</li> <li>Pay attention to more than one thing at a time;</li> <li>Use a wider range of vocabulary;</li> <li>Understand a questions or instruction that has two parts;</li> <li>Understand 'why' questions and begin to use the word 'because';</li> <li>Sing a large repertoire of songs;</li> <li>Know many rhymes, be able to talk about familiar books and be able to tell a long story;</li> <li>Sometimes make errors with irregular tenses and plurals eg. 'runned' for 'ran';</li> <li>Develop their pronunciation but may have problems saying some sounds like 'r, j, th, ch and sh' and multisyllabic words</li> <li>Use longer sentences of four to six words</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend using words as well as actions</li> <li>Start a conversation with an adult or a friend and continue it for many turns</li> <li>Use talk to organise themselves and their play</li> </ul>	<ul style="list-style-type: none"> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul> <p><b>Reading - word reading</b></p> <p><b>Reception:</b> <b>ELG: Word Reading</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>Read words consistent with their phonic knowledge by sound-blending;</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Year 1 Word Reading:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I'm, I'll, we'll], and understand</li> </ul>	<p>sounds for graphemes</p> <ul style="list-style-type: none"> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Year 3</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>(see word list for year 3 and 4) read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b>Reading - comprehension</b></p> <p><b>Year 2</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>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</li> <li>understand both the books that they can already read accurately and fluently and</li> </ul>	<p>further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Reading-comprehension</b></p> <p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>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</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>learning a wider range of poetry by heart</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking</li> </ul>	<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> </ul> <p>understand what they read by:</p> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>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</li> <li>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.</li> </ul> <p><b>Writing-transcription</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of</li> </ul>
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	<p><b>Literacy</b> <b>Twos</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Enjoy sharing books with adults;</li> <li>• pay attention and respond to the pictures or the words;</li> <li>• Have favourite books and seek them out, to share them with an adult, with another child, or to look at alone;</li> <li>• Repeat words and phrases from familiar stories;</li> <li>• Ask questions about the book. Make comments and share their own ideas;</li> <li>• Develop play around favourite stories using props;</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo;</li> <li>• Add some marks to their drawings, which they give meaning to;</li> <li>• Make marks on their picture to stand for their name.</li> </ul> <p><b>Nursery</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Understand the five key concepts of print: print has meaning, print can have different purposes, we read English from left to right and from top to bottom, the names of different parts of a book, page sequencing</li> <li>• Develop their phonological awareness: spot and suggest rhymes, count and clap syllables in a word, recognise initial sounds</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Use some of the print and letter knowledge in their early writing</li> <li>• Write some or all of their name</li> <li>• Write some letters accurately</li> </ul>	<p>that the apostrophe represents the omitted letter(s)</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Reading - Comprehension</b></p> <p><b>Reception:</b> <b>ELG: Comprehension</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Year 1 Comprehension:</b> Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> </ul> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is</li> </ul>	<p>those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading</p> <ul style="list-style-type: none"> <li>• making inferences on the basis of what is being said and done answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• 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</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul> <p><b>Year 3</b> Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry,</li> <li>• increasing their familiarity with a wide range of books, including fairy stories,</li> <li>• discussing words and phrases that capture the reader’s interest and imagination</li> <li>• understand what they read, in books they can read independently, by:</li> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• retrieve and record information from non-fiction</li> <li>• 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.</li> </ul> <p><b>Writing - spelling</b></p> <p><b>Year 2</b> Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> </ul>	<p>turns and listening to what others say.</p> <p><b>Writing-Spelling</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1) (see year ¼ and ½ spelling lists)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p><b>Writing-handwriting</b></p> <ul style="list-style-type: none"> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> <p><b>Writing-composition</b> Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> </ul>	<p>some words needs to be learnt specifically, as listed in English Appendix 1</p> <ul style="list-style-type: none"> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p><b>Writing-composition</b> Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précis longer passages using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others’</li> <li>• writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> </ul> <p><b>Writing – vocabulary, grammar and punctuation</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey</li> </ul>
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		<p>read to them, taking turns and listening to what others say</p> <ul style="list-style-type: none"> <li>explain clearly their understanding of what is read to them</li> </ul> <p><b>Writing - transcription</b></p> <p><b>Spelling</b></p> <p><b>Reception:</b> <b>ELG: Writing</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul> <p><b>Year 1 Spelling:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>spell: words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>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]</li> <li>apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><b>Handwriting</b></p> <p><b>Reception:</b> <b>ELG: Fine Motor</b></p> <p>Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing</li> <li>Using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including</li> </ul>	<p>homophones learning to spell common exception words</p> <ul style="list-style-type: none"> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul> <p><b>Year 3</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b>Writing-Handwriting</b></p> <p><b>Year 2</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul> <p><b>Year 3</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of</li> </ul>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example headings, bullet points and subheadings]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Writing-vocabulary, grammar and punctuation</b></p> <p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> <li>recognising vocabulary and structures that are appropriate for formal speech and writing,</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>using a colon to introduce a list</li> <li>use and understand the grammatical terminology in English Appendix 2</li> </ul>	<p>complicated information concisely</p> <ul style="list-style-type: none"> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> <li>indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>
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		<p>scissors, paint brushes and cutlery;</p> <ul style="list-style-type: none"> <li>● Begin to show accuracy and care when drawing.</li> </ul> <p><b><u>Year 1 Handwriting:</u></b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● sit correctly at a table, holding a pencil comfortably and correctly</li> <li>● begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>● form capital letters</li> <li>● form digits 0-9</li> <li>● understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul> <p><b><u>Writing - composition</u></b></p> <p><b><u>Year 1 Composition:</u></b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● write sentences by: saying out loud what they are going to write about</li> <li>● composing a sentence orally before writing it</li> <li>● sequencing sentences to form short narratives</li> <li>● re-reading what they have written to check that it makes sense</li> <li>● discuss what they have written with the teacher or other pupils</li> <li>● read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b><u>Year 1 -vocabulary, grammar, punctuation:</u></b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>● learning the grammar for year 1 in English Appendix 2</li> <li>● use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<p>writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p><b><u>Writing-composition</u></b></p> <p><b>Year 2</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● develop positive attitudes towards and stamina for writing by:</li> <li>● writing narratives about personal experiences and those of others (real and fictional)</li> <li>● writing about real events writing poetry writing for different purposes</li> <li>● consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</li> <li>● writing down ideas and/or key words, including new vocabulary</li> <li>● 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</li> <li>● 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</li> <li>● proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>● read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> <p><b>Year 3</b> Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>● discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>● composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>● organising paragraphs around a theme</li> <li>● in narratives, creating settings, characters and plot</li> <li>● in non-narrative material, using simple organisational devices [for example headings and sub-headings]</li> </ul> <p>evaluate and edit by:</p>	<p>accurately and appropriately in discussing their writing and reading</p> <ul style="list-style-type: none"> <li>● use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	
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Mathematics Curriculum Progression Map					
<p><b>Maths</b></p> <p><b>See the White Rose Interleaved Progression Map:</b></p>	<p><b>Nursery</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually (subitising);</li> <li>Recite numbers past 5;</li> <li>Say one number after each other in order;</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle);</li> <li>Show 'finger numbers' up to 5;</li> <li>Recognise numerals 0-5</li> <li>Link numerals and amounts</li> <li>Experiment with their own symbols and marks as well as numerals;</li> <li>Solve real world problems with numbers up to 5;</li> <li>Compare quantities using language 'more than' and 'fewer than';</li> <li>Talk about 2D and 3D shapes and use mathematical language (eg. sides, corners, straight, flat, round);</li> <li>Understand position through words alone (eg. the bag is under the table);</li> <li>Describe a familiar route;</li> <li>Discuss routes and locations using prepositional language</li> <li>Make comparisons between objects relating to size, length, weight and capacity;</li> <li>Select shapes appropriately when building</li> <li>Combine shapes to make new ones</li> <li>Talk about and identify patterns around them;</li> <li>Extend and create ABAB patterns;</li> <li>Notice and correct an error in a repeating pattern;</li> <li>Begin to describe a sequence of events, real or fictional using words such as 'first', 'then'.</li> </ul> <p><b>Twos</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Combine objects like stacking blocks and cups. Put objects inside others and take them out again;</li> <li>Take part in finger rhymes with numbers;</li> <li>React to changes of amount in a group of up to three items;</li> <li>Compare amounts, saying 'lots', 'more' or 'same';</li> <li>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in a sequence;</li> <li>Count in everyday contexts, sometimes skipping numbers;</li> <li>Climb and squeeze themselves into different types of spaces;</li> <li>Build with a range of resources;</li> </ul>	<p><b>Reception</b></p> <p><b>ELG: Number</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number; 14</li> <li>Subitise (recognise quantities without counting) up to 5;</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>ELG: Numerical Patterns</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> <p><b>Year 1</b></p> <p><b>Number – number and place value</b></p> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals</li> <li>count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>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</li> <li>read and write numbers from 1 to 20 in numerals and words.</li> </ul> <p><b>Number - Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul> <p><b>Number - Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating</li> </ul>	<p><b>Number – number and place value</b></p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems.</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas.</li> </ul> <p><b>Number – addition and subtraction</b></p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> </ul> </li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers adding three one-digit numbers</li> </ul> </li> <li>show that addition of two numbers can be done in any order (commutative) and</li> </ul>	<p><b>Number – number and place value</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> <li>find 1000 more or less than a given number</li> <li>count backwards through zero to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>order and compare numbers beyond 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1000</li> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>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.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>solve number problems and practical problems that involve all of the above</li> <li>read Roman numerals to 1000 (M) and recognise years written in Roman numerals</li> </ul> <p><b>Number – addition and subtraction</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> <li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<p><b>Number – number and place value</b></p> <ul style="list-style-type: none"> <li>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>round any whole number to a required degree of accuracy</li> <li>use negative numbers in context, and calculate intervals across zero</li> <li>solve number and practical problems that involve all of the above.</li> </ul> <p><b>Number – addition, subtraction, multiplication and division multiply</b></p> <ul style="list-style-type: none"> <li>multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>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</li> <li>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</li> <li>perform mental calculations, including with mixed operations and large numbers</li> <li>identify common factors, common multiples and prime numbers</li> <li>use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>solve problems involving addition, subtraction, multiplication and division</li> <li>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> </ul> <p><b>Number – fractions (including decimals and percentages)</b></p> <ul style="list-style-type: none"> <li>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>compare and order fractions, including fractions <math>&gt; 1</math></li> <li>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>divide proper fractions by whole numbers [for example, <math>3 \frac{1}{2} \div 2 = 6 \frac{1}{4}</math>]</li> <li>associate a fraction with division and calculate</li> </ul>

<ul style="list-style-type: none"> <li>Complete inset puzzles;</li> <li>Compare sizes, weights using gestures and language;</li> <li>Notice patterns and arrange things in a pattern (eg. sorting objects based on their colour/size/type).</li> </ul>	<p>the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><b>Number - Fractions</b></p> <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul> <p><b>Number - Measurement</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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]</li> <li>measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)</li> <li>recognise and know the value of different denominations of coins and notes</li> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul> <p><b>Geometry – Properties of shape</b></p> <ul style="list-style-type: none"> <li>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].</li> </ul> <p><b>Geometry - Position and direction</b></p> <ul style="list-style-type: none"> <li>describe position, direction and movement, including whole, half, quarter and three quarter turns.</li> </ul>	<p>subtraction of one number from another cannot</p> <ul style="list-style-type: none"> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> </ul> </li> <li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul> <p><b>Number – multiplication and division</b></p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>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</li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>add and subtract numbers mentally with increasingly large numbers</li> <li>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p><b>Multiplication and Division</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1;</li> <li>multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number</li> <li>using formal written layout to solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit</li> <li>integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>know and use the vocabulary of prime numbers, prime factors and composite (non prime) numbers</li> <li>establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number</li> <li>using the formal written method of short division and interpret remainders appropriately for the context</li> </ul>	<p>decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math>]</p> <ul style="list-style-type: none"> <li>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 multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>use written division methods in cases where the answer has up to two decimal places</li> <li>solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul> <p><b>Ratio and proportion</b></p> <ul style="list-style-type: none"> <li>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li> <li>solve problems involving similar shapes where the scale factor is known or can be found</li> <li>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>use simple formulae</li> <li>generate and describe linear number sequences</li> <li>express missing number problems algebraically</li> <li>find pairs of numbers that satisfy an equation with two unknowns</li> <li>enumerate possibilities of combinations of two variables.</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>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</li> <li>convert between miles and kilometres</li> <li>recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>recognise when it is possible to use formulae for area and volume of shapes</li> <li>calculate the area of parallelograms and triangles</li> <li>calculate, estimate and compare volume of cubes and cuboids using standard units,</li> </ul>
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			<p>which n objects are connected to m objects.</p> <p><b>Fractions</b></p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{3}{1}</math>, <math>\frac{4}{1}</math>, <math>\frac{4}{2}</math> and <math>\frac{4}{3}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions for example, <math>\frac{2}{1}</math> of 6 = 3 and recognise the equivalence of <math>\frac{4}{2}</math> and <math>\frac{2}{1}</math>.</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>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 nonunit fractions with small denominators</li> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole</li> <li>compare and order unit fractions, and fractions with the same denominators</li> <li>solve problems that involve all of the above.</li> </ul> <p><b>Measurement</b></p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>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</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>compare and sequence intervals of time</li> <li>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show</li> </ul>	<ul style="list-style-type: none"> <li>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>recognise and use square numbers and cube numbers, and the notation for squared ( <math>^2</math> ) and cubed ( <math>^3</math> )</li> <li>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul> <p><b>Fractions</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>recognise and show, using diagrams, families of common equivalent fractions</li> <li>count up and down in hundredths</li> <li>recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>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</li> <li>add and subtract fractions with the same denominator</li> <li>recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>recognise and write decimal equivalents to <math>\frac{4}{1}</math>, <math>\frac{2}{1}</math>, <math>\frac{4}{3}</math></li> <li>find the effect of dividing a one- or two-digit number by 10 and 100</li> <li>identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>round decimals with one decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal places up to two decimal places</li> <li>solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>compare and order fractions whose denominators are all multiples of the same number</li> <li>identify, name and write equivalent fractions of a given fraction, represented</li> </ul>	<p>including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].</p> <p><b>Geometry – properties of shapes</b></p> <ul style="list-style-type: none"> <li>draw 2-D shapes using given dimensions and angles</li> <li>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</li> <li>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> <li>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.</li> </ul> <p><b>Geometry – position and direction</b></p> <ul style="list-style-type: none"> <li>describe positions on the full coordinate grid (all four quadrants)</li> <li>draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>interpret and construct pie charts and line graphs and use these to solve problems</li> <li>calculate and interpret the mean as an average</li> </ul>
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			<p>these times</p> <ul style="list-style-type: none"> <li>• know the number of minutes in an hour and the number of hours in a day.</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• measure the perimeter of simple 2-D shapes</li> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>• 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, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>• compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul> <p><b>Geometry – properties of shapes</b></p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>• compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• 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,</li> <li>• recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn;</li> <li>• identify whether angles are greater than or less than a right angle</li> <li>• identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul>	<p>visually,including tenths and hundredths</p> <ul style="list-style-type: none"> <li>• recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number</li> <li>• add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>• multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li>• read and write decimal numbers as fractions</li> <li>• recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>• round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>• read, write, order and compare numbers with up to three decimal places</li> <li>• solve problems involving number up to three decimal places</li> <li>• recognise the percent symbol (%) and understand that per cent relates to 'number of, parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</li> <li>• solve problems which require knowing percentage and decimal equivalents</li> </ul> <p><b>Measurement</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>• find the area of rectilinear shapes by counting squares</li> <li>• estimate, compare and calculate different measures, including money in pounds and pence</li> <li>• read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• convert between different units of metric measure</li> <li>• understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> </ul>	
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			<p><b><u>Geometry – position and direction</u></b></p> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• 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 anticlockwise).</li> </ul> <p><b><u>Statistics</u></b></p> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>• ask and answer questions about totalling and comparing categorical data.</li> </ul> <p><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>• interpret and present data using bar charts, pictograms and tables</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>• calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</li> <li>• estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</li> <li>• solve problems involving converting between units of time</li> <li>• use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> </ul> <p><b><u>Geometry</u></b></p> <p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>• compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes</li> <li>• identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>• identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>• complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul> <p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>• identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>• know angles are measured in degrees</li> <li>• estimate and compare acute, obtuse and reflex angles</li> <li>• draw given angles, and measure them in degrees (°)</li> <li>• identify: <ul style="list-style-type: none"> <li>- angles at a point and one whole turn (total 360°)</li> <li>- angles at a point on a straight line and 2 1 a turn (total 180°)</li> <li>- other multiples of 90°</li> </ul> </li> <li>• use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>• distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> </ul> <p><b><u>Geometry - Position and Direction</u></b></p> <p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>• describe positions on a 2-D grid as coordinates in the first quadrant</li> </ul>	
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				<ul style="list-style-type: none"> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>plot specified points and draw sides to complete a given polygon.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Statistics</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>solve comparison, sum and difference problems using information presented in a line graph</li> <li>complete, read and interpret information in tables, including timetables.</li> </ul>	
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<p>Maths Meetings for Reception - Year 5</p> <p>KIRFS for Year 6</p>	<p><b>See the Maths Meeting / KIRFs Progression Map:</b></p> <p><a href="#">Maths Meeting Progression Map (Reception - Year 5) and Year 6 KIRFs: 2023</a></p>
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<p>Science</p> <p>See Science skills progression map link:</p> <p><a href="#">Scien...</a></p>	<p><b>Reception:</b></p> <p><b>ELG: The Natural World</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><b>Year 1:</b></p>	<p><b>Working scientifically</b></p> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Observing closely, using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Setting up simple practical enquiries,</li> </ul>	<p><b>Working scientifically</b></p> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>Recording findings using simple scientific</li> </ul>	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Using test results to make predictions to set up further comparative and fair tests</li> <li>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree</li> </ul>
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**Working scientifically**

- 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

**Year 1 Topics**

**Plants:**

- 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.

**Animals including humans:**

- 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.

**Everyday materials:**

- 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.

**Seasonal changes:**

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

- 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.

**Year 2 and Year 3 Topics**

**Living things and their habitats**

**Year 2**

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

**Everyday materials**

**Year 2**

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

**Plants**

**Year 2**

- 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.

**Year 5:**

- 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 a 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

**Year 4 and Year 5 Topics**

**Living things and their habitats:**

**Year 4:**

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

**Year 5:**

- describe the differences in the life cycles of a mammal, an amphibian, an insect

- 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

**Year 6 Topics**

**Living things and habitats:**

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

**Animals including humans:**

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- 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.

**Evolution and Inheritance:**

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

**Light**

- 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.

**Electricity:**

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and
- give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

#### Year 3

- identify and describe the functions 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 to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

#### Animals including humans

##### Year 2

- 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 Science – key stages 1 and 2 8 Statutory requirements 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.

##### Year 3

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

#### Rocks

##### Year 3

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

and a bird

- describe the life process of reproduction in some plants and animals

#### Animals including humans:

##### Year 4

- 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, predators and prey.

##### Year 5:

- describe the changes as humans develop to old age.

*\*Puberty is a year 5 statement - can year 4 do this? It is covered in their RSE lessons.\**

#### States of matter:

##### Year 4

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

#### Sounds:

##### Year 4

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

#### Electricity:

##### Year 4

- 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

**Light**  
**Year 3**

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

**Forces and magnets**  
**Year 3**

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

whether or not the lamp is part of a complete loop with a battery

- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

**Properties and changes of materials:**

**Year 5:**

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

**Earth and Space:**

**Year 5:**

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

**Forces:**

**Year 5**

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces

				<ul style="list-style-type: none"> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	
<b>Sustainability</b>		<p>Autumn A:</p> <ul style="list-style-type: none"> <li>Recycling</li> <li>Use of plastics</li> </ul> <p>Spring A: Plastics in the oceans, tides rising</p> <p>Spring B: Water and the Importance of planting.</p>	<p>Autumn A: Looking at the effect of fossil fuels and industry on the environment - links to pollution outside school / in London.</p> <p>Spring A: Recycling.</p> <p>Autumn B: Wild fires and fire safety.</p> <p>Spring B: Deforestation and palm oil.</p> <p>Summer B: Caring for the environment and planting to improve the environment.</p>	<p>Spring A: Renewable energy: solutions</p> <p>Summer Cycle A Greta Thunberg/Chris Packham/Environmental groups Campaigning voice</p> <p>Summer Cycle B: What is climate change? Earth Day</p> <p>Autumn B: Local policies to improve environment</p> <p>Spring B: Population and growth</p>	<p>Consumer impact, ethical consumerism, free trade, veganism / vegetarianism (links to lifestyle choices and beliefs)</p> <p>Government policy; consumerism versus anti consumerism</p> <p><b>RE Link:</b></p> <ul style="list-style-type: none"> <li>U2.10*** Green religion? What do religious and nonreligious worldviews teach about caring for the Earth?</li> </ul> <p>Global Warming &amp; the impact humans have on the natural world (climate change and carbon footprint). Renewable energy. Earth Day.</p>
<b>History</b>	<p>See History skills progression map link:</p> <p>Histo...</p>	<p><b>Reception</b></p> <p><b>ELG: Past and Present</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>Year 1</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; 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		<p>consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <ul style="list-style-type: none"> <li>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2</li> <li>To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul> <p><b>Knowledge- Students should be taught about:</b></p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life:</li> <li>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 [Mae Jemison, Shackleton, Rosa Parks, Mary Seacole]</li> <li>significant historical events, people and places in their own locality: the opening of the tube line - Marc Brunel and son Isambard Kingdom Brunel Harry Beck - designed tube map</li> </ul>	<p>their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p><b>Year 2</b></p> <p><b>Knowledge- Students should be taught about:</b></p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London / festivals or anniversaries]</li> <li>Significant historical events, people and places in their own locality. 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: Queen Victoria through the Victorian era.</li> </ul> <p><b>Year 3</b></p> <p><b>Knowledge- Students should be taught about:</b></p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The Roman Empire and its impact on Britain</li> </ul>	<ul style="list-style-type: none"> <li>To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul> <p><b>Knowledge- Students should be taught about:</b></p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>A local history study (linked to taught area of learning, e.g. in depth study of Anglo Saxons in local area)</li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. Tudor Monarchs</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>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</li> </ul>	<p>between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p><b>Knowledge- Students should be taught about:</b></p> <ul style="list-style-type: none"> <li>a local history study - WW2 London (including Wind Rush)</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - A significant turning point in British history, e.g. World War II and the battle of Britain.</li> <li>a non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900</li> </ul>
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<p>Geography</p> <p>See Geography skills progression map link:</p> <p>Histo...</p>	<p><b>Reception</b></p> <p><b>ELG: People, Culture and Communities</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p><b>Year 1</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Interpreting maps and globes</li> <li>Using directional language</li> </ul>	<p><b>Skills</b></p> <p>Are competent in the geographical skills needed to:</p> <ul style="list-style-type: none"> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> </ul> <p><b>Knowledge- Students should be taught to:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>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</li> </ul> <p><b>Place knowledge</b></p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>Are competent in the geographical skills needed to: <ul style="list-style-type: none"> <li>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul> </li> </ul> <p><b>Knowledge- Students should be taught to:</b></p> <p><b>Locational knowledge</b></p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>Are competent in the geographical skills needed to: <ul style="list-style-type: none"> <li>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul> </li> </ul> <p><b>Knowledge- Students should be taught to:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</li> </ul>
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		<p><b>Knowledge- Students should be taught to:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place Knowledge</b></p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</li> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office and shop</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>Local study of Islington</li> <li>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 understand how some of these aspects have changed over time</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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 Western Asia and North Africa.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, rivers, mountains, volcanoes, and the water cycle</li> <li>human geography, including: types of settlement and land use</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key</li> <li>to build their knowledge of the United Kingdom and the wider world</li> <li>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.</li> </ul>	<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b></p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes</li> <li>human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>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.</li> </ul>
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<p><b>Physical Education</b></p>	<p><b>Twos</b></p> <p><b>Gross Motor skills</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Reach out for objects as coordination develops;</li> <li>Pass things from one hand to the other. Let go of things and hand them to another person, or drop them;</li> <li>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking;</li> <li>Clap and stamp to music;</li> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them;</li> <li>Enjoy starting to kick, throw and catch balls;</li> </ul>	<p><b>Reception</b></p> <p><b>ELG: Gross Motor Skills</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>Demonstrate strength, balance and coordination when playing;</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Year 1</b></p> <p><b>PE Progression maps Reception - Year 6:</b></p> <p><a href="https://drive.google.com/drive/folders/1PotkGFaSaNBaL3xHD5OPH7WV03kX0NT">https://drive.google.com/drive/folders/1PotkGFaSaNBaL3xHD5OPH7WV03kX0NT</a></p>	<p><b>PE Progression maps Reception - Year 6:</b></p> <p><a href="https://drive.google.com/drive/folders/1PotkGFaSaNBaL3xHD5OPH7WV03kX0NT">https://drive.google.com/drive/folders/1PotkGFaSaNBaL3xHD5OPH7WV03kX0NT</a></p>
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- Walk, run, jump and climb and start to use the stairs.

**Fine Motor skills**

Children at the expected level of development will:

- Develop manipulation and control;

**Play Skills and Self-Care**

Children at the expected level of development will:

- Explore different materials and tools;
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress;
- Start eating independently and learning how to use a knife and fork

**Nursery**

**Gross Motor skills**

Children at the expected level of development will:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills;
- Go up steps and stairs, or climb up apparatus, using alternate feet;
- Skip, hop, stand on one leg and hold a pose for a game like musical statues;
- Use large-muscle movements to wave flags and streamers, paint and make marks;

**Fine Motor skills**

Children at the expected level of development will:

- Use one-handed tools and equipment, for examples make snips in paper with scissors;
- Use a comfortable grip with good control when holding pens and pencils;
- Show a preference for a dominant hand;

**Play Skills and Self-Care**

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips;
- Choose the right resources to carry out their own plan;
- Collaborate with others to manage large items;
- Match their developing physical skills to tasks and activities in the setting;
- Start taking part in some group activities which they make up for themselves or in teams;
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

RE		<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>F1 Which stories are special and why?</li> <li>F2 Which people are special and why?</li> <li>F3. What places are special and why?</li> <li>F4. What times are special and why?</li> <li>F5. Being special: where do we belong?</li> <li>F6. What is special about our world?</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>1.1 Who is a Christian and what do they believe?</li> <li>1.2 Who is a Muslim and what do they believe?</li> <li>1.6 How and why do we celebrate special and sacred times?</li> <li>1.8 How should we care for others and the world, and why does it matter?</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>1.3 Who is Jewish and what do they believe?</li> <li>1.4 What can we learn from sacred books?</li> <li>1.5 What makes some places sacred?</li> <li>1.7 What does it mean to belong to a faith community?</li> <li>1.8 How should we care for others and the world, and why does it matter?</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>L2.1 What do different people believe about God?</li> <li>L2.2 Why is the Bible so important for Christians today?</li> <li>L2.4 Why do people pray?</li> <li>L2.5 Why are festivals important to religious communities?</li> <li>L2.5a* How do people from religious and non-religious communities celebrate key festivals?</li> </ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>L2.3 Why is Mohamed inspiring to some people?</li> <li>L2.6 Why do some people think that life is a journey and what significant experiences mark this?</li> <li>L2.7 What does it mean to be a Christian in Britain today?</li> <li>L2.8 What does it mean to be a Hindu in Britain today?</li> <li>L2.10** How do family life and festivals show what matters to Jewish people?</li> <li>L2.9 What can we learn from religions about deciding what is right and wrong?</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>U2.1 Why do some people believe God exists?</li> <li>U2.2 What would Jesus do? Can people live by the values of Jesus in the twenty-first century?</li> <li>U2.3 What do religions say to us when life gets hard?</li> <li>U2.4 If God is everywhere, why go to a place of worship?</li> <li>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</li> </ul>	<p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>U2.6 What does it mean to be a Muslim in Britain today?</li> <li>U2.7 What matters most to Christians and Humanists?</li> <li>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</li> <li>U2.9*** What can be done to reduce racism? What can we learn from religious and non-religious worldviews?</li> <li>U2.10*** Green religion? What do religious and nonreligious world views teach about caring for the Earth?</li> </ul>
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<p><b>Music</b></p> <p>Our progression map linked to Music Express: Musi...</p>	<p><b>Twos</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Show attention to sounds and music;</li> <li>Respond emotionally and physically to music when it changes;</li> <li>Move and dance to music;</li> <li>Anticipate phrases and actions in rhymes and songs;</li> <li>Explore their voices and enjoy making sounds;</li> <li>Join in with songs and rhymes, making some sounds;</li> <li>Make rhythmical and repetitive sounds;</li> <li>Explore a range of sound makers and instruments and play them in different ways;</li> <li>Enjoy taking part in actions songs.</li> </ul> <p><b>Nursery</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds;</li> <li>Respond to what they have heard, expressing their thoughts and feelings;</li> <li>Remember and sing entire songs;</li> <li>Sing the pitch of a tone sung by another person (pitch match);</li> <li>Sing the melodic shape of a familiar song;</li> <li>Create their own songs or improvise a song around one they know;</li> <li>Play instruments with increasing control</li> </ul>	<p><b>Reception</b></p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate</li> <li>try to move in time with music.</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Play tuned and untuned instruments musically</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Play tuned and untuned instruments musically</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music</li> </ul>
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	to express their feelings and ideas.				
<b>Art and Design</b>	<p><b>Twos</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Enjoy drawing freely;</li> <li>Notice patterns with strong contrasts and be attracted by patterns resembling the human face;</li> <li>Start to make marks intentionally;</li> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools;</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> </ul> <p><b>Nursery</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects;</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details;</li> <li>Use drawing to represent ideas like movement or loud noises;</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc;</li> <li>Explore colour and colour-mixing.</li> </ul>	<p><b>Reception</b> <b>ELG: Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>Share their creations, explaining the process they have used;</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Year 1</b> <b>Skills</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> </ul> <p><b>Pupils should be taught</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Year 2</b> <b>Pupils should be taught</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> <p><b>Year 3</b> <b>Pupils should be taught</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Pupils should be taught</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Pupils should be taught</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>
<b>Design and Technology</b>	<p><b>Twos</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials;</li> <li>Use their imagination as they consider what they can do with different materials;</li> <li>Make simple models which express their ideas.</li> </ul> <p><b>Nursery</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Explore different materials freely, to develop their ideas about how to use them and what to make;</li> <li>Develop their own ideas and then decide which materials to use to express them;</li> <li>Join different materials and explore different textures.</li> </ul>	<p><b>Year 1</b> <b>Skills</b></p> <ul style="list-style-type: none"> <li>develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>critique, evaluate and test their ideas and products and the work of others</li> </ul> <p><b>Subject Content:</b> <b>Design</b></p> <ul style="list-style-type: none"> <li>To design purposeful, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>critique, evaluate and test their ideas and products and the work of others</li> </ul> <p><b>Subject Content:</b> <b>Design</b></p> <ul style="list-style-type: none"> <li>To 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</li> <li>To generate, develop, model and</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>critique, evaluate and test their ideas and products and the work of others</li> </ul> <p><b>Subject Content:</b> <b>Design</b></p> <ul style="list-style-type: none"> <li>To 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</li> <li>To generate, develop, model and communicate their ideas through discussion, annotated</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>critique, evaluate and test their ideas and products and the work of others</li> </ul> <p><b>Subject Content:</b> <b>Design</b></p> <ul style="list-style-type: none"> <li>To 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</li> <li>To generate, develop, model and communicate their ideas through discussion, annotated</li> </ul>

		<p>communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>To build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<p>communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>To 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</li> </ul> <p><b>Evaluate</b></p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>To evaluate their ideas and products against design criteria</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>To investigate and analyse a range of existing products</li> <li>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical knowledge</b></p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>To build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>	<p>at particular individuals or groups</p> <ul style="list-style-type: none"> <li>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>To 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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To investigate and analyse a range of existing products</li> <li>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>To understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>To apply their understanding of computing to program, monitor and control their products.</li> </ul>	<p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>To 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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To investigate and analyse a range of existing products</li> <li>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>To understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>To apply their understanding of computing to program, monitor and control their products.</li> </ul>
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<b>DT: Cooking and nutrition</b>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>understand and apply the principles of nutrition and learn how to cook</li> </ul> <p><b>Subject Content</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>To use the basic principles of a healthy and varied diet to prepare dishes</li> <li>To understand where food comes from</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>understand and apply the principles of nutrition and learn how to cook</li> </ul> <p><b>Subject Content</b></p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>To use the basic principles of a healthy and varied diet to prepare dishes</li> <li>To understand where food comes from.</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>To understand and apply the principles of a</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>understand and apply the principles of nutrition and learn how to cook</li> </ul> <p><b>Subject Content</b></p> <ul style="list-style-type: none"> <li>To understand and apply the principles of a healthy and varied diet</li> <li>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>To understand seasonality, and know where and how a variety of ingredients</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>understand and apply the principles of nutrition and learn how to cook</li> </ul> <p><b>Subject Content</b></p> <ul style="list-style-type: none"> <li>To understand and apply the principles of a healthy and varied diet</li> <li>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>To understand seasonality, and know where and how a variety of ingredients are grown,</li> </ul>
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			healthy and varied diet	are grown, reared, caught and processed.	reared, caught and processed. Links to Caribbean cooking
Philosophy for Children		<b>P4C Progression Map Reception - Year 6:</b> <a href="#">P4C Progression Map</a>			
Computing		<a href="#">Computing</a>			
PSHE	<p><b>Twos</b> <b>Self-Regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Find ways to calm themselves, through being calmed and comforted by their key person;</li> <li>Find ways of managing transitions;</li> <li>Feel strong enough to express a range of emotions;</li> <li>Be increasingly able to talk about and manage their emotions;</li> <li>Begin to show 'effortful control' eg. waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front;</li> <li>Safely explore emotions beyond their normal range through play and stories;</li> </ul> <p><b>Building Relationships</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Develop friendships with other children;</li> </ul>	<p><b>Reception</b> <b>ELG: Self-Regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> <p><b>ELG: Building Relationships</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others' needs.</li> </ul> <p><b>Year 1 - see PSHE Flip charts for the order of the lessons</b></p> <p><b>Fun times</b></p> <p><b>Pupils learn:</b></p>	<p><b>Year 2 and 3</b> <b>Physical Health and Wellbeing</b> <b>Year 2</b> <b>What keeps me healthy?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about eating well</li> <li>about the importance of physical activity, sleep and rest.</li> <li>about how germs are spread, how we can prevent them spreading and people who help us to stay healthy and well</li> </ul> <p><b>Year 3</b> <b>What helps me choose?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about making healthy choices about food and drinks</li> <li>about how branding can affect what foods people choose to buy</li> <li>about keeping active and some of the challenges of this</li> </ul> <p><b>Keeping safe and managing risk</b> <b>Year 2</b> <b>Indoors and outdoors</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about keeping safe in the home, including fire safety</li> <li>about keeping safe online, including the benefits of going online</li> <li>about keeping safe outside</li> <li>about road safety</li> </ul>	<p><b>Year 4 and 5</b> <b>Physical Health and Wellbeing</b> <b>Year 4</b> <b>What is important to me?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</li> </ul> <p><b>Year 5</b> <b>In the media</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>that messages given on food adverts can be misleading</li> <li>about role models</li> <li>about how the media can manipulate images and that these images may not reflect reality</li> </ul> <p><b>Keeping safe and managing risk</b> <b>Year 4</b> <b>Playing Safe</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>how to be safe in their computer gaming habits</li> <li>about keeping safe near roads, rail, water, building sites and around fireworks</li> </ul>	<p><b>Year 6</b> <b>Human rights</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about people who have moved to Islington from other places, (including the experience of refugees)</li> <li>about human rights and the UN Convention on the Rights of the Child</li> <li>about homelessness</li> </ul> <p><b>Weighing up risk</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</li> <li>about assessing the level of risk in different situations involving drug use</li> <li>about ways to manage risk in situations involving drug use</li> </ul> <p><b>Keeping safe - out and about</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about feelings of being out and about in the local area with increasing independence</li> <li>about recognising and responding to peer pressure</li> <li>about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> </ul> <p><b>FGM (female genital mutilation)</b></p> <p><b>Pupils learn:</b></p>

		<ul style="list-style-type: none"> <li>about food that is associated with special times, in different cultures</li> <li>about active playground games from around the world</li> <li>about sun-safety</li> </ul> <p><b>Feeling safe</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>safety in familiar situations</li> <li>about personal safety</li> <li>about people who help keep them safe outside the home</li> </ul> <p><b>Me and others</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about what makes themselves and others special</li> <li>about roles and responsibilities at home and school</li> <li>about being co-operative with others</li> </ul> <p><b>What do we put into and on to bodies?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about what can go into bodies and how it can make people feel</li> <li>about what can go on to bodies and how it can make people feel</li> </ul> <p><b>Feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about different types of feelings</li> <li>about managing different feelings</li> <li>about change or loss and how this can feel</li> </ul> <p><b>My money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about where money comes from and making choices when spending money</li> <li>about saving money and how to keep it safe</li> <li>about the different jobs people do</li> </ul>	<p><b>Year 3</b></p> <p><b>Bullying – see it, say it, stop it</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>to recognise bullying (including online) and how it can make people feel</li> <li>about different types of bullying and how to respond to incidents of bullying</li> <li>about what to do if they witness bullying</li> </ul> <p><b>Identity, society and equality:</b></p> <p><b>Year 3</b></p> <p><b>Celebrating difference</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>Pupils learn about valuing the similarities and differences between themselves and others</li> <li>Pupils learn about what is meant by community</li> <li>Pupils learn about belonging to groups</li> </ul> <p><b>Drug, alcohol and tobacco education</b></p> <p><b>Year 2</b></p> <p><b>Medicines and me</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>why medicines are taken</li> <li>where medicines come from</li> <li>about keeping themselves safe around medicines</li> </ul> <p><b>Year 3</b></p> <p><b>Tobacco is a drug</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>the definition of a drug and that drugs (including medicines) can be harmful to people</li> <li>about the effects and risks of smoking tobacco and second-hand smoke</li> <li>about the help available for people to remain smoke free or stop smoking</li> </ul> <p><b>Asthma lesson for Year 2, 3 or 4</b></p> <ul style="list-style-type: none"> <li>that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul> <p><b>Mental health and emotional wellbeing</b></p> <p><b>Friendship</b></p> <p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>about what to do in an emergency and basic emergency first-aid procedures</li> </ul> <p><b>Year 5</b></p> <p><b>Making safer choices</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about keeping safe online</li> <li>how to keep safe when communicating with other people online</li> <li>that violence within relationships is not acceptable</li> <li>about problems that can occur when someone goes missing from home</li> </ul> <p><b>Identity, society and equality:</b></p> <p><b>Year 4</b></p> <p><b>Democracy</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about Britain as a democratic society</li> <li>about how laws are made</li> <li>learn about the local council</li> </ul> <p><b>Year 5</b></p> <p><b>Stereotypes, discrimination and prejudice</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about stereotyping, including gender stereotyping</li> <li>about prejudice and discrimination and how this can make people feel</li> </ul> <p><b>Drug, alcohol and tobacco education</b></p> <p><b>Year 4</b></p> <p><b>Making choices</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</li> <li>about the effects and risks of drinking alcohol</li> <li>about different patterns of behaviour that are related to drug use</li> </ul> <ul style="list-style-type: none"> <li><b>Asthma lesson for Year 2, 3 or 4</b></li> </ul> <ul style="list-style-type: none"> <li>that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul> <p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>about the importance for girls to be protected against FGM</li> </ul> <p><b>Healthy minds</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>what mental health is</li> <li>about what can affect mental health and some ways of dealing with this</li> <li>about some everyday ways to look after mental health</li> <li>about the stigma and discrimination that can surround mental health</li> </ul> <p><b>Healthy relationships</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about the changes that occur during puberty</li> <li>to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships (Can address sexual harrassment)</li> <li>about human reproduction in the context of the human lifecycle</li> <li>how a baby is made and grows (conception and pregnancy)</li> <li>about roles and responsibilities of parents and carers</li> <li>to answer each other’s questions about sex and relationships with confidence, where to find support and advice when they need it.</li> </ul> <p><b>Additional lessons:</b> (schools will want to consider including these lessons, as part of RSE policy development)</p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</li> <li>that contraception can be used to stop a baby from being conceived.</li> </ul>
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