St Mark's C of E Junior School
Curriculum Offer

St Mark's C of E Junior School

Our Curriculum Vision
"Growing together, becoming all we are created to be.."

Our School Vision: **'Growing together, becoming all we are created to be**' is represented through our school logo and our teaching and learning tree; it is at the heart of our curriculum approach. We are a community of learners, growing together in every season of life, aiming high, reaching out to others, celebrating our unique characters and gifts, rooted in strong Christian values. We very much believe that personal development and academic achievement go hand in hand.

Our **FACE Values** (**F**orgiveness, **A**spire, **C**ompassion and **E**ngage) help us to live out our vision in all we do. We demonstrate these by showing **Forgiveness** in our relationships, **Aspiration** in our learning, acting with **Compassion** towards others in our school, local and global communities; and finally **Engaging** with each opportunity to progress and bring the best out of each other.

We believe that excellent learning experiences, underpinned by high quality teaching, set in a nurturing environment, is essential for every child to achieve and develop well in all areas. The image below represents the key elements of **St Mark's approach to Teaching and Learning.**

Further information about our approach can be found in our Teaching and Learning Policy on the school website**.**

St Mark's C of E Junior School

Overall Curriculum Intent

Our curriculum is rooted in our Vision, giving children opportunities to ask big questions and learn with and through each other to promote growth, engagement and aspiration. We celebrate, share and learn about the complexities of the world around us, whilst also discovering different cultural and spiritual beliefs. The curriculum content allows pupils to explore through an enquiry based curriculum where there are no limits to learning and there is a clear, progressive development of knowledge and skills.

Our curriculum is built on strong pedagogical principles, with every child given the foundational skills and attitudes to grow and experience the joy of success, whatever their starting point. We make it our aim to discover children's strengths and use this to promote a positive approach to learning for life.

As a Junior school, we are acutely aware of the crucial importance that building on the Key Stage 1 curriculum plays in the flourishing of our children. We have strong relationships with our feeder Infant School and use joint teaching and learning materials to ensure a consistent approach specifically to Reading, Writing and Maths. Similarly, by working closely with leaders from our main Secondary feeder schools, we ensure our children are equipped with the knowledge and skills they need to access the Key Stage 3 curriculum.

Curriculum Implementation

We draw upon a range of well researched, high quality resources. Reading and writing is taught through quality whole class texts, with skills taught consistently through VIPERS and The Write Stuff. Maths is taught through the Try it, Secure it, Deepen it approach, informed by Write Rose as well as wide range of additional resources from GLOW Maths and NCTEM.

The rest of the curriculum is based around making meaningful & purposeful links across the curriculum so that the children can make sense of their learning – making connections to real life experiences. The school has adapted the curriculum to promote diversity and foster the value of positive mental health and wellbeing for everyone in our community. Creativity and teacher expertise is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners receive the highest quality of educational experiences possible.

The priorities for each subject area is carefully considered and mapped out each year through clear action planning where development opportunities are outlined and clear links with the school development plan are shown

Curriculum Impact

The impact of the curriculum is monitored though triangulation of outcomes: pupil voice, test/data outcomes, planning, monitoring of books and displays, lesson learning walks, discussions with teaching staff, pupils and parents. Pupils, parents and staff are consistently and regularly consulted about the curriculum and the impact that it makes.

The desired outcomes of the curriculum will ensure that pupils are well rounded individuals, prepared and ready to embark on secondary school education. We want our children to have a sense of self-worth and security in who they are and who they hope to become; to have developed a moral compass to guide them through life; to know how to build positive relationships, how to overcome challenges and to know that they have the power to a difference to the lives of others and in the world around us.

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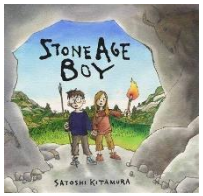
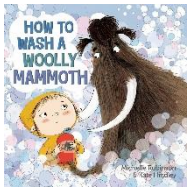
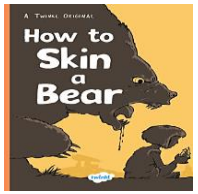
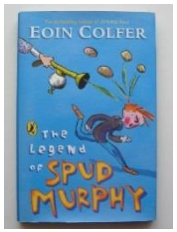
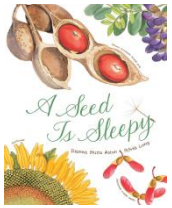
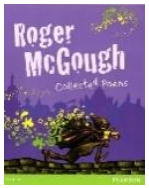
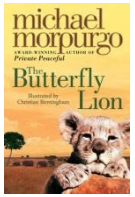
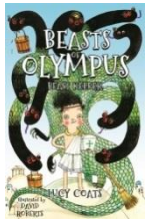
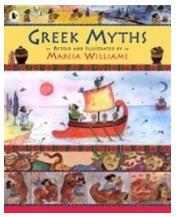
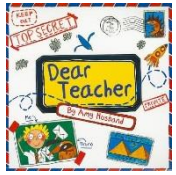
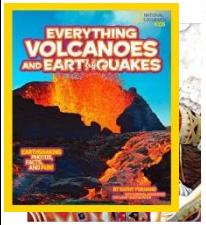
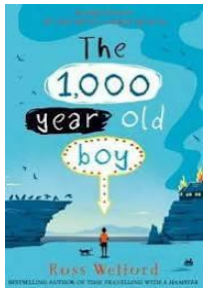
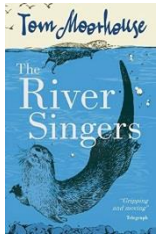
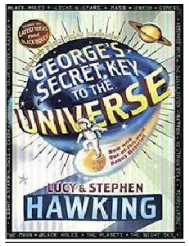
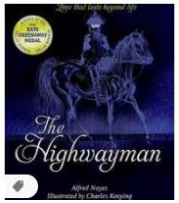
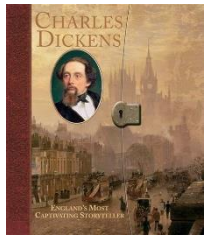
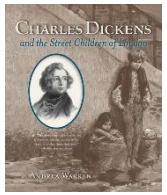
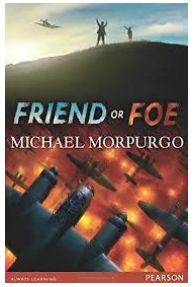
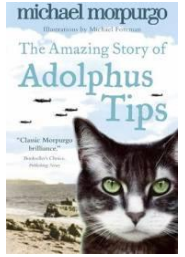
English Curriculum Journey

	Autumn Term	Spring Term	Summer Term
3	**LC: What was it like to be a cave man?**    **Additional Texts & poems:** "Caveman" diamante poem Stone Age Hunting by Huzaifa The Quarry I Small an Invasion Colossal Fossil **Writing Outcomes:** A story with a familiar setting & a non-chronological report An adventure story & a set of instructions **Cross Curricular Links:** **History:** What was it like living in Britain during the Stone Age? **Geog:** Where did people settle in ancient times? **Science:** Rocks & soils followed by a study of animals, including humans **Art:** A study of cave painting and the use of silhouettes to make images of Stone Henge **DT:** Cave Bear outfits using textiles **Outdoor Learning:** building Stone Age homes , jewelry and cooking stew	**LC: Where is the world is Benhall?**    **Additional Texts & poems:** Slow Down – 50 amazing nature stories Seed to Plant National Geographic Bloom by Nicola Skinner & Flavia Sorrentino **Writing Outcome**: A story with an alternative detail & shape poetry A mystery story & an explanation **Cross Curricular Links:** **History**: What was Benhall like in the past? How has it changed? **Geog**: Where is Benhall? What is it like to live there? **Science**: Plants & lifecycles **Art**: Paul Klee & the Nightingales of Benhall Wood **DT**: Creating a tart using seasonal fruits or vegetables **Outdoor Learning**: Parts of a plant & reproduction	**LC: Can we walk Like the Egyptians?**   **Additional Texts & poems:** Song of the Animal World - Traditional Conga Poem **Writing Outcome**: An alternative traditional tale & a newspaper report A story with an alternative ending & a letter **Cross Curricular Links:** **History:** What was it like to walk as an Egyptian? **Geog:** A study of Africa & its people **Art:** Design & make a cartouche; Egyptian Sculptures **Music –** African Drumming **Outdoor Learning & DT:** Design & make a shaduf

4	**LC: What did the Greeks do for Britain?**   **Additional Texts & poems** Percy Jackson and the lightning thief by Rick Riordan The Monster's Alphabet by Pie Corbett The Monster from outerspace by Pie Corbett **Writing Outcomes:** A playscript & a non-chronological report An adventure story & an explanation **Cross Curricular Links:** **History**: What was it like living in Ancient Greece? **Geog**: A study of human and physical geography of Greece & its people **Art**: Cheltenham architecture based on Greek columns **DT**: Design and make a textile-based book sleeve for a Greek Myth	**LC: Where is the World is Cheltenham?**   **Additional Texts & poems** Spiderwick Chronicles by Tony DiTerlizzi and Holly Black. **Writing Outcomes:** A mystery story & a recount A rhythmic poem & an advert **Cross Curricular Links:** **Geog**: A study of Cheltenham and its land use **History**: Investigating Cheltenham over time with a focus on the development of the Spa water **Art**: creating the landscape of Cheltenham using Starry Sky as inspiration Science: Habitats **DT**: design their own entrance to Pitville Pump room	**LC: What was life like for a Roman soldier?**   Caesar **Additional Texts & poems** The Secrets of Vesuvius by Caroline Lawrence The Roman News – Stabbed! **Writing Outcomes:** A story from another culture & a newspaper report An historical story & non-chronological report **Cross Curricular Links:** **History**: Romans English link to Romans **Geog**: A study of human and physical geography of Italy with a focus on Volanoes and Earthquakes **Art**: Roman mosaics. **DT**: designing their own sling shot Roman Chariot as well as Roman bread recipe

5	**LC: Who came after the Romans?**   **Additional Texts & poems:** How to live forever by Collin Tompson The Otter by Jackie Morris Oranges in no man's land The Lost Garden – poem by Ella Wheeler **Writing Outcomes:** A diary entry & a newspaper report A flashback story & informal letter to persuade **Cross Curricular Links:** **History:** Anglo-Saxon & Viking invasion **Science: an** electric greeting card **Outdoor Learning**: & compass work& walk to local river for river stages	**LC: Where in the World is Gloucester?**   **Additional Texts & poems:** Six ways to look at the moon by Pie Corbett **Writing Outcomes:** A narrative poem & a recount A sci-fi story & non-chronological report **Cross Curricular Links:** **History:** Gloucester Prison study linked to the Docks **Geog:** What is Gloucester like? **Science:** **Art:** pointillism using Gloucester docks **DT:** design and make a stuffed toy for a child prisoner **Outdoor Learning:** the solar system	**LC: Who were more civilised: The Maya or Anglo-Saxons?**  **Additional Texts & poems:** Over & Under the rainforest by Kate Messner & Christopher Silas Neal The Forest a poem by Grace Nichols  **Writing Outcomes:** An adventure story & explanation A desriptive setting story & balanced argument **Cross Curricular Links:** **History:** Were the Maya civilized? **Geog**: A study of South America & its rainforests **Science:** **Art:** A Mayan glyph print block and rainforest collage **DT:** designing their own healthier chili recipe & a pop-up book about the Maya

6	**LC: How did the Industrial Revolution change Britain?**   **Additional Texts & poems:** Gaslight by Eloise Trapped by Mike Sharp Chimney Child by Laurie Sheehan **Writing Outcomes:** A playscript & a biography QA flashback story & advertisements **Cross Curricular Links:** **History:** Britain during the Industrial Revolution **Art:** L S Lowry and William Morris inspired art **DT**: a moving toy from Industrial revolution Outdoor Learning:	**LC: How has tourism affected Gloucestershire?**  **Additional Texts & poems:** A wide variety of stories and poems for children to study during SATs revision **Writing Outcomes:** A quest story & letter of complaint An argument to persuade **Cross Curricular Links:** **History:** expansion of small villages & towns over time **Geog:** Local & Global trade with a focus on tourism and it effects on Bourton on the Water	**LC: What was life like for the children of WW2?**   **Additional Texts & poems:** The Lion, The Witch & Wardrobe by CS Lewis **Writing Outcomes:** A diary entry & a recount A descriptive setting & newspaper report **Cross Curricular Links:** **History:** World War II - How was the world different in the1940s? (Compassion and Forgiveness) **Geog:** Map work – countries involved in the war. **Art:** Henry Moore inspired sculptures **DT:** a 3 course meal using WW2 ingredients & building an Anderson shelter

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Reading Skills Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonetical Understanding and Application to Word Reading						
1. 40-60(S): Explores the sounds of new words. 2. 40-60(LR): Hears and says the initial sound in words. 3. 40-60(LR): Can segment the sounds in simple words and blend them together and knows which letters represent some of them. 4. 40-60(LR): Links sounds to letter, naming and sounding the letters of the alphabet. 5. ELG(LR): Use phonic knowledge to decode regular words and read them aloud accurately. 6. ELG(LR): Read some common irregular words.	1. Apply phonic knowledge as a route to decode words. 2. Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable, alternative sounds for graphemes. 3. GD – Read and find all 40+ phonemes in words. 4. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. 5. Read words of more than one syllable that contain GPCs. 6. Read words with contractions and understand that the apostrophe represents the missing letter(s).	1. Independently apply phonic knowledge as a route to decode words until automatic decoding has becomes embedded and reading is fluent. 2. Read accurately by blending sounds in unfamiliar words, including recognizing alternative sounds for graphemes. 3. Read words of two or more syllables that contain graphemes taught so far.	Teachers should be aware of and monitoring the progress of pupils who did not pass their phonics retake in Year 2 and should look at the KS1 curriculum objectives for support.)			

Word Recognition						
1. 30-50(L): Recognises familiar words and signs. 2. 30-50(S): Usesintonation, rhythm and phrasing to make meaning clear to others. 3. 30-50(L): Recognises rhythm in spoken words. 4. 40-60(LR): Begins to read words and simple sentences. 5. 40-60(LR): Enjoys an increasing range of books. 6. ELG(S): Express themselves effectively, showing awareness of listeners' needs. 7. ELG(LR): Read and understand simple sentences.	.1.Read **some** common exception words for KS1, noting unusual correspondences between spelling and sound where these occur. 2. Read word endings including: -s -es, -ing, -ed, -er and -est. 3. **Read aloud accurately** books that are consistent with their **developing** phonic knowledge, only using sounding and blending for unfamiliar words. 4. Check that the text makes sense to them and start to **correct** inaccurate reading	1. Read most common exception words for KS1, noting unusual correspondences between spelling and sound where these occur. 2. Read words containing common suffixes, such as: -ment, -ness, -ful and -ly. 3. **Read aloud accurately** books that are **consistent** with their securing phonic knowledge, only using sounding and blending for unfamiliar words and doing so automatically without undue hesitation. 4. Check that the text makes sense to them and **correct inaccurate reading.**	1. Read some common exception words **for LKS2,** noting unusual correspondences between spelling and sound where these occur. 2. Apply their **initial** 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 they meet. 3**. Read aloud fluently and accurately** books that are consistent with their age, developing **some pace and rhythm.** 4. Check that the text makes sense to them and **quickly correct inaccurate reading.**	1. Read **most** common exception words for LKS2, noting unusual correspondences between spelling and sound where these occur. 2. Apply their **developing** 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 they meet. 3**. Read aloud fluently** and accurately books that are consistent with their age, **developing pace and rhythm that starts to recognise punctuation**. 4. Check that the text makes sense to them and quickly correct inaccurate reading by making **comparisons to their wider reading experiences.**	1. Read **some** common exception words for UKS2, noting unusual correspondences between spelling and sound where these occur. 2. Apply their **secure** 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 they meet. 3. **Read aloud fluently and accurately** books that are consistent with their age, with a **confident pace and rhythm that acknowledges punctuation.**	1. Read **most** common exception words for UKS2, noting unusual correspondences between spelling and sound where these occur. 2. Apply their **confident** 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 they meet. 3. **Read aloud fluently and accurately** books that are consistent with their age, with a **confident pace and rhythm that acknowledges punctuation and is delivered to an audience**.

Breadth and Attitudes to Reading						
1. 30-50(LA&L): Listens to and joins in with stories and poems with increasing attention. 2. 30-50(L): Enjoys rhyming activities 3. 30-50(L): Shows interest in illustrations and print in books and print in the environment. 4. 30-50(L): Looks at books independently. 5. 30-50(L): Handles books carefully. 6. 30-50(L): Holds books the correct way up and turns the pages. 7. 30-50(L): Know that print, in English, is read from left to right and top to bottom. 8. 40-60(LA): Maintains attention, concentrates and sits quietly during a story. 9. 40-60(S): Introduces a storyline or narrative into their play. 10. ELG(LA): Children listen attentively in a range of situations, such as listening to stories.	1. **Develop** pleasure in reading and motivation to read by listening to and discussing **a wide range** of poems, stories and non-fiction at a level beyond that which they can read independently. 2. **Start** to compare the types of texts they are exposed to (both read and listened to). 3. **Start** to link their understanding of texts (both read and listened to) to their own experiences. 4. **Learn** to appreciate poems and rhymes by reciting age appropriate ones by heart.	1**. Continue to develop** pleasure in reading and motivation to read by listening to and discussing a wider range of poems, stories and non-fiction at a level beyond that which they can read independently. 2**. Draw more comparisons** between their **growing range of** texts and explain them. 3. **Link** their own experiences, previous learning and **background information provided** to texts (both read and listened to). 4. **Learn** to appreciate poems and rhymes by reciting and performing age appropriate ones by heart.	1 **Develop** positive **attitudes** to reading by listening to and discussing a wider range of **fiction, poetry, non-fiction, plays, reference books or textbooks**. 2**. Read for a range of purposes** and start to identify structural differences within the range of texts they read. 3. **Begin to recognise** some different forms of poetry. 4. **Prepare poems and playscripts to read** aloud and perform, starting to show understanding through intonation, tone, volume and action.	1**.Continue to develop positive** attitudes to reading by listening to, discussing and **evaluating a wider ran**ge of fiction, poetry, non-fiction, plays, reference books or textbooks. 2**. Read for a wide range of purposes** and identify and compare structural differences within the range of texts they read. 3. **Recognise** different **forms and structures** of poetry. 4**. Prepare poems** and **playscripts** to remember, **read aloud and perform,** increasingly showing understanding through intonation, tone, volume and action.	1. **Maintain** positive attitudes to reading by continuing to read, listen to, discuss (with courteous elements of challenge), evaluate and compare an increasingly wide range of fiction (increasing familiarity with myths, legends, traditional tales, modern fiction, literary heritage and books from other cultures), poetry, plays, non-fiction and reference books or textbooks. 2**. Read for a full range** of purposes and identify, **compare and evaluate structural differences** within the range of texts they read. 3. **Confidently** recognise different forms and structures of poetry and make **comparisons** between them. 4**. Prepare a wider range of poems and playscripts to remember**, read aloud and perform, showing understanding through intonation, tone, volume and action so that the **meaning is clear to an audience.**	1 **Continue to maintain positive attitudes** to reading by continuing to read, listen to, discuss (with justified courteous elements of challenge), evaluate, compare and suggest an extensive range of fiction (increasing familiarity with myths, legends, traditional tales, modern fiction, literary heritage and books from other cultures), poetry, plays, non-fiction and reference books or textbooks. 2. **Continue** to read for a full range of **purposes** and identify, compare, evaluate **and suggest structural differences** within the range of texts they read. 3. **Confidently recognise** different forms and structures of poetry and make comparisons between them, **considering the best style for the content.** 4. **Confidently prepare poems and playscripts to remember, read aloud and perform**, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience. Compare this with other remembered poems and performances.

Vocabulary						
1. 30-50(LA): Anticipates key phrases in rhymes and stories. 2. 30-50(S): Builds up vocabulary that reflects the breadth of their experiences. 3. 30-50(L): Shows awareness of rhyme and alliteration. 4. 40-60(S): Extends vocabulary, especially by grouping and naming, exploring the meaning of new words. 5. 40-60(S): Uses language to imagine and recreate roles and experiences in play situations. 6. 40-60(LR): Uses vocabulary that is increasingly influenced by their experiences of books.	1. **Develop vocabulary and understanding** by discussing word meanings, linking new meanings to previous knowledge. 2. GD – Use their newly read and **understood** vocabulary in their own work (spoken and/or written).	1.**Continue to develop vocabulary** and understanding by discussing a wider **range of word meanings**, linking meanings to previous knowledge and their own experiences. 2. GD – Use their **newly** read and understood vocabulary in their own work (spoken and/or written).	1**. Discuss their understanding** and explain the meaning of words. 2. GD – Identify and discuss misunderstandings of words. 3. GD – Use their **newly** read and understood vocabulary in their own work (spoken and/or written). 4. **Begin to use dictionaries** to check the meaning of words that they have read. 5. **Discuss some words and phrases** that capture the reader's interest and imagination.	1**.Discuss their understanding** and explain the meaning of words in context. 2. GD – **Compare** the meaning and use of words to some other texts. 3. GD – Use their **newly** read and understood vocabulary in their own work (spoken and/or written). 4. **Use dictionaries** to check the meaning of words that they have read. 5. **Discuss some words and phrases** that capture the reader's interest and imagination.	1. **Discuss their understanding and explain** the meaning of more ambitious words in context. 2. GD **– Explore and compare** the meaning and use of words across a range of texts. 3. GD – Use their **newly** read and understood vocabulary in their own work (spoken and/or written). 4. **Reliably use dictionaries** to check the meaning of words that they have read. 5. **Begin to discuss and evaluate how authors use language,** including figurative language, considering the impact on the reader.	1**. Discuss their understanding and explain** the meaning of ambitious words in a wide range of contexts. 2. GD **– Explore and compa**re the meaning and use of words across a wide range of texts. 3. GD – Use their **newly** read and understood vocabulary in their own work (spoken and/or written). 4. **Confidently use dictionaries** to quickly check the meaning of words that they have read. 5. **Discuss and evaluate how authors use language**, including figurative language, considering the impact on the reader.

Inference						
1. 30-50(S): Questions why things happen e.g. who, what, when, how etc. 2. 30-50(L): Knows information can be relayed in the form of print. 3. 40-60(U): Follow a story without pictures or props. 4. 40-60(U): Understands humour e.g. nonsense rhymes and jokes. 5. ELG(LA): Respond to what they hear in stories with relevant comments, questions and actions. 6. ELG(U): Answer 'how' and 'why' questions in response to stories. 7. ELG(LR): Demonstrate some understanding when talking with others about what they have read.	1 .**Understand** both the books they can read and the books they listen to by **drawing** on what they already know or on background information provided by the teacher. 2. **Answer and ask simple questions** about the texts they read and listen to	1.**Understand both the books they can read accurately** and the books they listen to by making **inferences** on the basis of what is being said and done. 2**. Answer and ask questions about the texts they read** and listen to in order to improve understanding.	1.**Understand what they read by drawing simple inferences** such as character's feelings, thoughts and motives from their actions and starting to justifying them with evidence. 2. **Answer and ask focused questio**ns about the texts they read in order to improve understanding.	1**.Understand what they read by drawing inferences** such as character's feelings, thoughts and motives from their actions and justifying them with evidence. 2**. Answer and ask focused questions** about the texts they read in order to improve and demonstrate understanding.	1.**Understand what they read by drawing more complex inferences** such as character's feelings, thoughts and motives from their actions and justifying them with a range of evidence. 2**. Answer and ask probing questions** about the texts they read in order to improve and demonstrate understanding with examples from the text. 3**. Begin to distinguish between statements of fact and opinion**.	1**.Understand what they read by drawing complex inferences** such as character's feelings, thoughts and motives from a **combination** of their actions and justifying them with a range of quality evidence. 2. **Answer and ask a range of probing questions** about the texts they read in order to improve and demonstrate understanding with a range of examples from the text. 3. **Distinguish between statements of fact and opinion.**

Predictions						
1. 30-50(L): Suggest how a story might end. 2. ELG(S): Use future forms when talking about events that are to happen in the future.	1. **Begin to predict** what may happen next based upon what has been read so far.	1. **Predict what may happen next based upon what has been read** so far and by starting to draw from their wider reading experience.	1. **Begin to predict what might happen from details stated** and implied, based on content, simple themes and text types. 2. **Give simple reasons** for their predictions.	1.**Predict what might happen from details** stated and implied, based on more detailed content, a growing range of themes and text types. 2. **Explain the reasons** for their predictions.	1.**Predict what might happen from details stated and implied, based on increasingly** challenging texts, a range of themes, knowledge of text conventions and genres. 2. **Justify their predictions with explanation** and evidence from the text	1**. Predict what might happen from details stated and implied**, based on challenging texts, a wide range of themes, knowledge of text conventions and genres and knowledge about the author. 2. **Justify their predictions with detailed explanation** and a range of evidence from the text.
Explain						
1. 30-50(L): Describe main story settings, events and principle characters. 2. 40-60(S): Links statements and sticks to a main theme or intention. 3. ELG(S): Develop their own narratives and explanations by connecting ideas or events.	1. **Participate in discussions** about what is read to them and what they read themselves, taking turns to contribute their ideas and to listen to what others say. 2. **Explain clearly their understanding** of what is read to them.	1. **Explain and discuss ideas about what is read to them** and what they read themselves, taking turns to contribute their ideas clearly and to listen and respond to what others say. 2. **Explain clearly their understandin**g of what is read to them, comparing it to other texts.	1 **Explain clearly and discuss ideas about what they've read**, verbally through formal presentations, debate and discussion, maintaining focus on the topic. 2**. Explain ideas about their reading in written form**, providing simple reasoning	1 **Explain clearly and discuss in detail ideas about what they've read**, verbally through formal presentations, debate and discussion on more than one topic. Begin to use notes where necessary. 2. **Explain ideas about their reading in written form**, providing detailed reasoning, including evidence from the text.	1.**Explain clearly and concisely and discuss in detail ideas about what they've read**, verbally through formal presentations, debate and discussion on multiple topics. **Use notes where necessary** and start to make links to different subjects and topics. 2. **Explain ideas about their reading in written form, providing reasoned justification**, including evidence from the text and their wider reader.	1.**Explain clearly and concisely and discuss in detail** ideas about what they've read, verbally through formal presentations, debate and discussion on multiple topics. Use **concise notes where necessary** and make links to different subjects and topics. 2. **Explain ideas about their reading in written form, providing reasoned and detailed justification**, including a range of evidence from the text and their wider reader.

Retrieve						
1. 40-60(LR): Know that information can be retrieved from books and computers.	1. **Find simple information** within a text and share that verbally.	1**. Find information within a text**, share that verbally and start to record it in writing.	1**. Retrieve and record information** from non-fiction and fiction texts.	1. **Retrieve and record information**, by beginning to **skim and scan**, from non-fiction, fiction texts and poetry. 2. **Start to apply their knowledge of word meanings**, synonyms and antonyms and figurative language to **retrieve and record words and phrases**.	1. **Skim and scan a text to retrieve and record information** from non-fiction, fiction texts and poetry, starting to distinguish between the need for detailed or concise responses. 2. **Apply their knowledge of word meaning**s, synonyms and antonyms and figurative language to retrieve and record words and phrases.	1. **Capably skim and scan a text to retrieve and record information** from non-fiction, fiction texts and poetry, distinguishing between the need for detailed or concise responses. 2. **Confidently and capably apply their knowledge of word meanings**, synonyms and antonyms and figurative language to retrieve and record words and phrases

Summarise						
1. 30-50(LA&L): Listens to stories with increasing recall, joins in with repeated refrains and anticipates key events in rhymes and stories. 2. 30-50(L): Beginning to be aware of the way stories are structured. 3. 40-60(S): Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 4. ELG(LA): Accurately anticipate key events. 5. ELG(S): Use past and present forms accurately when talking about events that have happened.	1. **Begin to identify main ideas** by summarising / re-telling the key events from a story and identifying the main topic of paragraphs in non-fiction. 2. **Discussing the significance of the title and pictures.**	1. **Identify main ideas by summarising / re-telling the key events** from a story and identifying the main topic of paragraphs in non-fiction. 2**. Discussing the significance of the title and pictures by explaining what they reveal to the reader**.	1. **Begin to identify main ideas and themes** drawn from more than one paragraph in a text and **summarise** them. 2. **Begin to consider the effect sub-headings, diagrams, layout** and other text specific features have upon the reader.	1. **Identify and sequence main ideas and themes** drawn from a broad range of paragraphs in a text and **summarise** them. 2. **Consider the effect sub-headings, diagrams, layout and other text specific features** have upon the reader.	1. **Identify, sequence and categorise main ideas and themes** drawn from a broad range of paragraphs in a text and **summarise** them, identifying key details from the **text that suppor**t them. 2**. Explain the effect sub-headings, diagrams, layout and other text specific features** have upon the reader and apply this knowledge to their writing.	1**. Identify, sequence and categorise main ideas and themes drawn** from a broad range of paragraphs in a text and **summarise** them, identifying key details from the **text that support** them in a range of contexts and genres. 2. **Confidently explain the effect sub-headings, diagrams, layout and other text specific features** have upon the reader and apply this knowledge to their writing in a range of contexts.

St Mark's C of E Junior School

Writing Skills Progression

	Year 3	Year 4	Year 5	Year 6
Phonics & Whole word spelling	• spell further homophones • spell words that are often misspelt (Appendix 1)	• spell further homophones • spell words that are often misspelt (Appendix 1)	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other wordbuilding spelling	• use further prefixes and suffixes and understand how to addthem • place the possessive apostrophe accurately in words withregular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in adictionary	• use further prefixes and suffixes and understand how to addthem • place the possessive apostrophe accurately in words withregular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in adictionary	• use further prefixes and suffixes and understand the guidancefor adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaningor both of these in a dictionary	• use further prefixes and suffixes and understand the guidancefor adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaningor both of these in a dictionary
Transcription	• write from memory simple sentences, dictated by the teacher,that include words and punctuation taught so far.	• write from memory simple sentences, dictated by the teacher,that include words and punctuation taught so far.		
Handwriting	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to oneanother, are best left unjoined • increase the legibility, consistency and quality of theirhandwriting	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to oneanother, are best left unjoined • increase the legibility, consistency and quality of theirhandwriting	• choosing which shape of a letter to use when given choicesand deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task	• choosing which shape of a letter to use when given choicesand deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task
Contexts forWriting	• discussing writing similar to that which they are planning towrite in order to understand and learn from its structure, vocabulary and grammar	• discussing writing similar to that which they are planning towrite in order to understand and learn from its structure, vocabulary and grammar	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to orseen performed	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to orseen performed
PlanningWriting	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and	• noting and developing initial ideas, drawing on reading and research where necessary	• noting and developing initial ideas, drawing on reading andresearch where necessary

	an increasing range of sentence structures	an increasing range of sentence structures		
DraftingWriting	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings)	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphereand integrating dialogue to convey character and advance theaction • précising longer passages • using a wide range of devices to build cohesion within andacross paragraphs • using further organisational and presentational devices tostructure text and to guide the reader	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphereand integrating dialogue to convey character and advance theaction • précising longer passages • using a wide range of devices to build cohesion within andacross paragraphs • using further organisational and presentational devices tostructure text and to guide the reader
Editing Writing	• assessing the effectiveness of their own and others' writingand suggesting improvements • proposing changes to grammar and vocabulary to improveconsistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improveconsistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuationto enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout apiece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuationto enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout apiece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
Performing Writing	• read their own writing aloud, to a group or the whole class,using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• read their own writing aloud, to a group or the whole class,using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	• extending the range of sentences with more than one clauseby using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity andcohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)	• extending the range of sentences with more than one clauseby using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity andcohesion and to avoid repetition	• use a thesaurus • using expanded noun phrases to convey complicatedinformation concisely • using modal verbs or adverbs to indicate degrees of possibility	• use a thesaurus • using expanded noun phrases to convey complicatedinformation concisely • using modal verbs or adverbs to indicate degrees of possibility

Grammar	• using the present perfect form of verbs in contrast to the pasttense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution,dissolve, insoluble)	• using fronted adverbials • difference between plural and possesive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion	• using the perfect form of verbs to mark relationships of timeand cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number	• recognising vocabulary and structures that are appropriate forformal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of informationin a sentence • using the perfect form of verbs to mark relationships of timeand cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections andadverbials • use of ellipsis
Punctuation	• using and punctuating direct speech (i.e. Inverted commas)	• using commas after fronted adverbials • indicating possession by using the possessive apostrophe withsingular and plural nouns • using and punctuating direct speech (including pucntuationwithin and surrounding inverted commas)	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	• using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundariesbetween independent clauses • using a colon to introduce a list punctuating bullet points consistently
GrammaticalTerminology	**adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')**	**determiner, pronoun, possessive pronoun,adverbial**	**modal verb, relative pronoun, relative clause, parenthesis,bracket, dash, cohesion, ambiguity**	**subject, object, active, passive, synonym, antonym, ellipsis,hyphen, colon, semi-colon, bullet points**

St Mark's C of E Junior School

Maths Skills Progression

	Year 3 I can…	Year 4 I can…	Year 5 I can…	Year 6 I can…
Place Value: Counting	count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	count in multiples of 6, 7, 9, 25 and 1000 count backwards through zero to include negative numbers	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	count forwards and backwards with positive and negative whole numbers, including through zero
Place Value: Represent	identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words	identify, represent and estimate numbers using different representations read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit read Roman numerals to 1000 (M) and recognise years written in Roman numerals	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
Place Value: Using	recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000	find 1000 more or less than a given number recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000	order and compare numbers to at least 1 000 000 and determine the value of each digit	compare numbers up to 10 000 000 and determine the value of each digit

Place Value: Problems and Rounding	solve number problems and practical problems involving these ideas.	round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above	round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above.
Addition and Subtraction: Using	estimate the answer to a calculation and use inverse operations to check answers	estimate and use inverse operations to check answers to a calculation	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	
Addition and Subtraction: Calculations	add and subtract numbers mentally, including: ♣ a three-digit number and ones ♣ a three-digit number and tens ♣ a three-digit number and hundreds add and subtract numbers with up to three digits, using	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers	perform mental calculations, including with mixed operations and large numbers use their knowledge of the order of operations to carry out calculations involving the four operations

	formal written methods of columnar addition and subtraction			
Addition and Subtraction: Solve Problems	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Multiplication and Division: Using	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	recall multiplication and division facts for multiplication tables up to 12 × 12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations	identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	identify common factors, common multiples and prime numbers use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
Multiplication and Division: Calculations	write and calculate mathematical statements	multiply two-digit and three-digit numbers by a one-digit	multiply numbers up to 4 digits by a one- or two-digit	multiply multi-digit numbers up to 4 digits by a two-digit

	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	number using formal written layout	number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers
Multiplication and Division: Solve Problems	solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in	solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling	solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	solve problems involving addition, subtraction, multiplication and division

	which n objects are connected to m objects.	problems and harder correspondence problems such as n objects are connected to m objects.	solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	
Multiplication and Division: Combined Operations			solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	use their knowledge of the order of operations to carry out calculations involving the four operations
Fractions: Recognise and Write	count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number	

Fractions: Compare	recognise and show, using diagrams, equivalent fractions with small denominators compare and order unit fractions, and fractions with the same denominators	recognise and show, using diagrams, families of common equivalent fractions	compare and order fractions whose denominators are all multiples of the same number	use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1
Fractions: Calculations	add and subtract fractions with the same denominator within one whole	add and subtract fractions with the same denominator	add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form divide proper fractions by whole numbers
Fractions: Solve Problems	solve problems that involve all of the above	solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number		
Decimals: Recognise and Write		recognise and write decimal equivalents of any number of tenths or hundredths	read and write decimal numbers as fractions [for example, 0.71 = 100 71]	identify the value of each digit in numbers given to three decimal places

		recognise and write decimal equivalents to 1/4 , 1/2 ,3/ 4	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	
Decimals: Compare		round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places	round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places	
Decimals: Calculations and Problems		find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	solve problems involving number up to three decimal places	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 use written division methods in cases where the answer has up to two decimal places solve problems which require answers to be rounded to specified degrees of accuracy

Fractions, Decimals and Percentages		solve simple measure and money problems involving fractions and decimals to two decimal places	recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25.	associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Ratio and Proportion				solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison solve problems involving similar shapes where the

				scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Algebra				use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables.
Measurement: Using Measures	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Convert between different units of measure [for example, kilometre to metre; hour to minute] estimate, compare and calculate different measures	convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of

			between metric units and common imperial units such as inches, pounds and pints	length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places convert between miles and kilometres
Measurement: Money	add and subtract amounts of money to give change, using both £ and p in practical contexts	estimate, compare and calculate different measures, including money in pounds and pence	use all four operations to solve problems involving measure [for example, length, mass, volume, money]	
Measurement: Time	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight	read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	solve problems involving converting between units of time	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

	know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks].			
Measurement: Perimeter, Area & Volume	measure the perimeter of simple 2-D shapes	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]	recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].
Geometry: 2D Shapes	draw 2-D shapes	compare and classify geometric shapes, including quadrilaterals and triangles,		draw 2-D shapes using given dimensions and angles

		based on their properties and sizes identify lines of symmetry in 2-D shapes presented in different orientations		
Geometry: 3D Shapes	make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them		identify 3-D shapes, including cubes and other cuboids, from 2-D representations	recognise, describe and build simple 3-D shapes, including making nets
Geometry: Angles and Lines	recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines	identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry.	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees identify: angles at a point and one whole turn (total 360) angles at a point on a straight line and 1/2 a turn (total 180) other multiples of 90. use the properties of rectangles to deduce related facts and find missing lengths and angles	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

			distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	
Geometry: Position and Direction		describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon.	identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Statistics	interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables.	interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average.

Progressive Knowledge, Skills & Outcome Journey for Science

Outcomes				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	Children will study and classify a range of rocks and soils. Children will look at the human body & it's skeleton, investigating how to keep healthy.	Children will learn about circuits and what conducts / insulates. Children will learn about the changing states of solids, liquids and gasses.	Children will learn about resistance and friction and how levers, pulleys and gears work. Children will learn about the different lifecycles of a variety of organisms.	Children will learn that light travels in straight lines and creates a copy of the shape which blocks it. Children will test whether brightness and volume are linked to voltage.
Spring	Children will study what materials are magnetic. Identify and describe the functions of a plant	Children will learn that sound creates pitch and volume and travels via vibration. Children will study the whole digestive system, focusing on the teeth.	Children will learn that materials can combine and that some processes are reversible. Children will learn about night and day through movement of the earth and moon.	Children will learn that living things change over time and adapt to their environment. Children will classify are range of living things including micro organisms, plants and animals.

Summer	Children will recognise that shadows and their size are created by the distance the source is away from the object blocking the light.	Children will construct and identify food chains. Children will simply classify living things and learn how they are adapted to their environment..	Children will describe the changes of humans over time.	Children will study the circulatory system and the impact of external influences on the body. Children will explore the effect of climate change.

Progressive Knowledge, Skills & Outcome Journey for Science

Topic Knowledge Progression				
	Y3	**Y4**	**Y5**	**Y6**
Rocks and Soils	Rocks & Soils - Group based on appearance and simple physical properties - Describe fossil formation - Recognise soils made from rocks and organic matter			
Sound		Sound - Identify how sounds made (vibration) - Sound vibrations travel through medium to ear - Patterns between pitch and object features - Patterns between volume of sound and strength of vibrations - Sound gets fainter as distance increases		

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St Mark's C of E Junior School

Progressive Knowledge, Skills & Outcome Journey for Science

Magnets & Force	Forces and Magnets - Compare movement on surfaces - Need contact between two objects except magnetic forces - Magnets – attract / repel, predictions - Group materials by attraction to magnets - Identify magnetic materials		Forces - Gravity - Effects of air resistance, water resistance & friction - Mechanisms - levers, pulleys & gears allow smaller forces to have greater effect	
Electricity		Electricity - Construct simple series electrical circuits - Identify basic parts - Recognise switches open / close circuits - Recognise common conductors / insulators		Electricity - Brightness or volume linked to voltage - Compare variations in component function - Used recognised symbols

St Mark's C of E Junior School

Progressive Knowledge, Skills & Outcome Journey for Science

All living things	Plants - Identify & describe functions - Explore plant requirements - Life cycle Water transportation	All living things - Group & classify variety of living things in variety of ways. - Changing environment pose dangers to living things	All living things - Differences in lifecycles of mammals, amphibians, insects & birds - Describe life process of reproduction in plants and animals	All living things - Describe how living things are classified into broad groups based on similarities & differences, inc microorganisms, plants and animals - Give reasons for classifying based on specific characteristics
Animals inc humans	Animals & Humans - Require correct nutrition. - Cannot make food Skeletons support, protect & movement	Animals & Humans - Functions of digestive system - Teeth types & functions - Construct and interpret food chains – producers, predators and prey	Animals and Humans - Describe changes as humans develop to old age	Animals & Humans - Identify main parts circulatory system & describe functions of heart, blood & blood vessels - Iimpact of diet, exercise, drugs & lifestyle on body function - Nutrients & water transported in animals & humans
States of matter (Y3) & Properties and changes of material (Y5)		States of Matter - Group materials as solids, liquids, gases - Change of state – heating & cooling - Water cycle – evaporation & condensation	Properties and changes of materials - Compare and group everyday materials based on properties - Know some materials dissolve to form solution (& it's recovery process) - Separating mixtures - Demonstrate reversible changes Explain irreversible changes	

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Progressive Knowledge, Skills & Outcome Journey for Science

Light	Light - Recognise importance of light for sight - Light is reflected - Shadows formed by blocking light Size of shadows			Light - Light appears to travel in straight lines - Visible object because of reflection or omission of light - Shadows have same shape as objects that cast them
Earth, sun & moon			Earth, Sun and Moon - Describe movement of Earth & planets relative to Sun - Describe moon movement relative to Earth - Earths rotation for day / night and 'apparent' movement of sun	
Evolution & inheritance				Evolution and Inheritance - Recognise living things changed over time - Produce same but non-identical offspring - Adaptation (evolution) to suit environment

Progressive Knowledge, Skills & Outcome Journey for Science

Assessment				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	How have different rock types helped in creating buildings? Why are different soils important? What would happen if our skeleton doesn't function as it should? Why is it important to think about what we eat and the exercise we do?	Are insulators as important as conductors? Why are switches within our home important? Why is it important to understand the different freezing and melting points of materials? What is the water cycle and its importance to life?	What impact to levers, gears and pulleys have on our lives? Why is friction and resistance important in our daily lives? What are seasons and night and day important for survival?	Why does the shape of an object change as the angle of the sun changes? Why is resistance in an electrical circuit important in our home?
Spring	What is the importance of force and friction in our daily lives? Why does a plant need light, heat and water to survive? Explain. How might it affect us if plants don't survive?	What would happen if sound was all at the same volume? Why is pitch important? Why are healthy teeth important?	Are reversible changes as important as irreversible changes? How does understanding the lifecycle of plants help us survive?	What would happen globally if all birds have the same type of beak? Why is it useful to classify living things based on certain characteristics?
Summer	What is a shadow and why might they be useful?	Why do we need a digestive system? Why are food chains important for our survival? Why does an organism need to adapt to its environment?	Why is it important to understand what happens to humans as they age? Why are some products designed for different times in our lives?	Why is it important to think about what we put in our bodies? What effect will global warming / climate change have on our environment, now and in the future?

Progressive Knowledge, Skills & Outcome Journey for Science

Investigative Skills – Working scientifically	Year 3	Year 4	Year 5	Year 6
Questioning and predicting	Children ask questions. Start to make predictions.	Make sensible predictions. Use straight forward scientific evidence to answer questions and support their findings. With support think about further questions based on what they have learnt.	Use test results to make appropriate, linked predictions and ask further questions. Recognise when other (secondary) sources will help answer questions that their investigations cannot.	Make predictions for new values and ask their own questions. Use a range of sources to support own evidence and be able to suggest how scientific ideas have developed over time. Evaluate the reliability of their methods and suggest improvements. Identify scientific evidence that's has been used to support or refute ideas/arguments.
For example…	Rocks and soils What re the different types of rocks? Identify different rock types by features. Use secondary information – BCC clips to help. Predict which rocks might be sedimentary / igneous / metamorphic based on secondary information. Recognising different rock types. Vocabulary required eg powdery, rough, sandy, soft, hard etc elicited and displayed. How could we test rocks to find out what type of rock they might be?	Electricity Predict what type of materials conduct electricity. Use knowledge of the world around them (home/sch) Use understanding of a circuit. Think about how this might affect the safety of people.	Forces Use world around us to come up with examples of objects that use air resistance and why it is important. Question what makes an object eg a parachute, resistant. Predict what an object needs to make it more air resistant. Eg wider surface area, lighter object etc. Using their results can they then make further suggestions. For example larger surface area creates more air resistance, what about the shape of the surface area. (different designs same perimeters etc) would this have an effect on results. Could	Electricity Children given the definition of current and the definition of voltage. Can they explain the correlation between the two. Can they then give reasons why this is important for our daily lives. Each group is asked how they could test voltage. Write the word 'wire, battery' on the board. Each group needs to come up with an investigation. Clues – thickness / length /number Children to come up with their own hypothesis based on this.

			they use secondary information to help answer new questions?	Understand that's thy can only change one thing.
Planning & carrying out - **See below for examples of different types of scientific enquiry questions for the different science strands.** **One of each type of enquiry needs to be covered over the course of the year. More than one might be covered in a scientific investigation)** **Comparative tests** **Identifying and classifying** **Observations over time** **Pattern seeking** **Research**	To use different types of scientific enquiry to answer questions. To include comparative tests, identifying and classifying, observations over time, pattern seeking and research. Set up simple practical enquiries. Set up simple comparative tests.	To use different types of scientific enquiry to answer questions. To include comparative tests, identifying and classifying, observations over time, pattern seeking and research. Set up fair tests and recognise why it is necessary. Identify differences, similarities and changes related to scientific ideas and processes.	To use different types of scientific enquiry to answer questions. To include comparative tests, identifying and classifying, observations over time, pattern seeking and research. Plan different types of scientific enquiries to answer questions – including recognising and controlling variables where necessary. Suggest sensible improvements to experiments.	To use different types of scientific enquiry to answer questions. To include comparative tests, identifying and classifying, observations over time, pattern seeking and research. Select the most appropriate ways to answer the scientific question using different types of scientific enquiry. Set up further comparative and fair tests based on previous results.
For example…	Grouping and classification of rocks. Scratch test on variety of rocks. Support concept of fair/comparative test. Each table given set of rocks and implements for test. Support children and encourage to form an experiment based on equipment, scaffold method. Children to understand and are supported to suggest everything else needs to remain as similar as possible apart from the rocks.	Using an aim, set equipment and materials and a reminder of fair test children to devise an investigation. Whole class discussion and explanation on investigation ideas and what would make it a fair test. Discuss differences and decide on best practise to get an accurate result. Gather relevant vocabulary and display. Two different questions: Do all metals conduct electricity? (HA) – one paper clip with plastic coating	In groups children to decide how they will test the hypothesis that they have come up with. They do not need to be doing same test eg size of surface area, weight of object etc, but they must ensure that they understand that they need to control variables and will show this by filling out the new table. Having carried out the test, can they see any way to improve for accuracy of results. For example not enough height to record the fall	Children to design an investigation based on their chosen hypothesis and decide how to carry out, for eg using a comparative test. Possibly carrying out two identical tests at the same time, if testing brightness of bulb. Repeating test swapping wire to ensure batteries aren't playing a part (although this can be suggested in ways to improve test). Think about, and design a further test they could try to test their theory based on their results. Adding more batteries, do they

		Do all materials conduct electricity? (MA/LA)	accurately, what could they do in the future to improve this. This will need to be recorded. Method could be accurately recorded as a labelled diagram or step by step.	wires still affect volts passing through etc.
Recording and presenting	Start to make systematic and careful observations. Take accurate measurements using standard units with rulers and newton meters. Gather and record data to help answer questions. Start to record finding using simple scientific language – in a variety or ways inc classifying/grouping, tables, and labelled diagrams.	Make systematic and careful observations. Take accurate measurements using standard units using a range of equipment including thermometers and dataloggers. Record findings using simple scientific language. Start to record finding using simple scientific language – in a variety or ways inc keys, bar charts, tables, and labelled diagrams	Take accurate and precise measurements using appropriate equipment. Know and explain when to take repeat measurements. Gather, record, classify and present data in a variety of ways inc scientific labelled diagrams, keys, graphs and tables.	Choose the most appropriate method for recording data and results of increasing complexity. Inc scatter and line graphs. Make a series of observations, comparisons and measurements with precision.
For example…	Pre-made table for recording of observations. LA/MA supported to create table title HA to create table title independently.. Use of scientific language / vocabulary for table and any diagrams used. Visual observations.	HA to design own table. MA pre set table but need to title it. LA – scaffolded. Diagrams to be labelled with correct symbols and names eg cell (not battery)	Using equipment know how to use and record accurately. For eg – Timer/stop watch in this instance. To understand and use repeat measure to ensure a more accurate result. To present in a table (including repeat measurements) using mean/median or mode result. Can display in graph format.	To measure wire lengths accurately. Run tests concurrently, visual (photo) being used in Labelled diagrams. If using different no. of batteries – how many volts being used in each series. If using an ammeter, can a line graph be used to show electrical currents as battery number i/ wire length increased, is there a direct relation to the number of volts used and the current received by the bulb etc

Interpreting and evaluating	Report back on findings verbally. With support, form conclusions from findings. Use simple scientific language to communicate their findings. With support, suggest improvements for investigations.	Classify and present data in a variety of ways to help in answering questions. Report back on findings verbally and through written explanations, in a variety of ways inc presentations & displays. Form sensible conclusions from findings. Use straight forward scientific evidence to answer questions. (inc beginning to understand how secondary sources can help). With support, identify new questions arising from the data, making predictions within or beyond the data they have collected. Use relevant scientific vocabulary to support this.	Use scientific evidence to answer questions and support findings, including beginning to use secondary sources and their knowledge of the world around them. Suggest improvements and beginning to look at anomalies. Identify new questions, arising from the data and look at next steps. Use relevant scientific vocabulary to support this.	Report and present the conclusions, causal relationships, degrees of trust and explanations. Make conclusions consistent with evidence related to scientific understanding, knowing when to use secondary sources. Use results to make predictions and set up further comparative and fair tests. Use relevant scientific vocabulary to support this.
For example…	As a class verbally explain findings which are recorded on the board. Draw and recap on secondary information from pupils. Elicit what it might mean in regards to results. Pupils to use the scientific language originally scribed and with support decide on which rock type each rock might be based on discovered features.	Write a conclusion based on the Y4 structure. Using results – paper clip with plastic surround didn't conduct, support new questions for experiment. Can they make a prediction on this.	Write a conclusion based on the Y5 structure. Based on individual group hypotheses and secondary sources can they improve and suggest new investigations, formulating a new aim. Parachutes / paragliders - round and rectangular. How animals use air resistance. Eg Birds and wingspan, and thermals. Flying squirrels etc	Use the Y6 conclusion framework to help formulate a conclusion, reflecting on possible improvements, understanding causal relationships and how much they can trust their results. What they could do or use in the future to improve this. Relate findings to world around them. Why is it important to understand the power of voltage what affect does voltage have on the world around them? When might a higher / lower voltage be appropriate? etc

Knowledge	Use what is learnt about rock types to explain why different types of rocks have different uses. Eg slate for roofs.	With support make suggestions as to why the paper clip which has a plastic coating didn't conduct and why this might be important to the world around us. Understand the importance of electrical conductors and insulators in our daily lives.	To understand that air resistance is a force working against another downward force. This allows objects to be either released or flown into the air and held there. How this understanding helped in the design or parachutes and paragliders (why is one round and one rectangular).	To understand that lower voltage is useful and less dangerous for smaller appliances and appliances which we handle regularly. Higher voltage is needed to power things much larger and which need a larger current to keep it running eg car battery, and a torch.

St Mark's C of E Junior School

Progressive Knowledge, Skills & Outcome Journey for Science

Plants	Comparative tests	Identify & Classify	Observation over time	Pattern Seeking	Research
Y2	• Do cress seeds grow • quicker inside or outside?	• How can we identify the • trees that we observed on our tree hunt?	• What happens to my • bean after I have planted it?	• Do bigger seeds grow into bigger plants?	• How does a cactus • survive in a desert with no water?
Y3	• How does the length of the carnation stem affect how long it takes for the food colouring to dye the petals? • Which conditions help seeds germinate faster?	• How many ways can you group our seed collection?	• What happens to celery when it is left in a glass of coloured water? • How do flowers in a vase change over time?	• What colour flowers do pollinating insects prefer?	• What are all the different ways that seeds disperse?
Animals including humans	**Comparative tests**	**Identify & Classify**	**Observation over time**	**Pattern Seeking**	**Research**
Y3	• How does the angle that your elbow/knee is bent affect the circumference of your upper arm/thigh? • How does the skull circumference of a girl compare with that of a boy?	• How do the skeletons of different animals compare?	• How does our skeleton change over time? (from birth to death)	• Do male humans have larger skulls that female humans?	• Why do different types of vitamins keep us healthy and which foods can we find them in?
Y4	• In our class, are omnivores taller than vegetarians?	• What are the names for all the organs involved in the digestive system? • How can we organise teeth into groups?	• How does an eggshell change when it is left in cola?	• Are foods that are high in energy always high in sugar?	• How do dentists fix broken teeth?
Y5	• How does age affect a human's reaction time? • Who grows the fastest, girls or boys?	• Can you identify all the stages in the human life cycle?	• How do different animal embryos change?	• Is there a relationship between a mammal's size and its gestation period?	• Why do people get grey/white hair when they get older?

Y6	• How does the length of time we exercise for affect our heart rate? • Can exercising regularly affect your lung capacity? • Which type of exercise has the greatest effect • on our heart rate?	• Which organs of the body make up the circulation system, and where are they found?	• How does my heart rate change over the day? • How much exercise do I do in a week?	• Is there a pattern between what we eat for breakfast and how fast we can run?	• How have our ideas about disease and medicine changed over time?

St Mark's C of E Junior School

Progressive Knowledge, Skills & Outcome Journey for Science

Topic	Comparative tests	Identify & Classify	Observation over time	Pattern Seeking	Research
Evolution and inheritance Y6	• What is the most common eye colour in our class?	• Compare the skeletons of apes, humans, and Neanderthals – how are they similar, and how are they different? • Can you classify these observations into evidence for the idea of evolution, and evidence against?	• How has the skeleton of the horse changed over time?	• Is there a pattern between the size and shape of a bird's beak and the food it will eat?	• What happened when Charles Darwin visited the Galapagos islands? • • What ideas did American geneticist Barbara McClintock have about genes that won her a Nobel Prize?
Earth & space Y5	• How does the length of daylight hours change in each season?	• How could you organise all the objects in the solar system into groups?	• Can you observe and identify all the phases in the cycle of the Moon?	Is there a pattern between the size of a planet and the time it takes to travel around the Sun?	• What unusual objects did Jocelyn Bell Burnell discover? • How do astronomers know what stars are made of? • How have our ideas about the solar system changed over time?
Sound Y4	• How does the volume of a drum change as you move further away from it? • How does the length of a guitar string/tuning fork affect the pitch of the sound? • Are two ears better than one?	• Which material is best to use for muffling sound in ear defenders?	• When is our classroom the quietest?	• Is there a link between how loud it is in school and the time of day? If there is a pattern, is it the same in every area of the school?	• Do all animals have the same hearing range?

Progressive Knowledge, Skills & Outcome Journey for Science

Living things & their habitats	Comparative tests	Identify & Classify	Observation over time	Pattern Seeking	Research
Y4	• Does the amount of light affect how many woodlice move around? • How does the average temperature of the pond water change in each season??	• Can we use the classification keys to identify all the animals that we caught pond dipping?	• How does the variety of invertebrates on the school field change over the year?	• How has the use of insecticides affected bee population? •	• Why are people cutting down the rainforests and
Y5	• How does the level of salt affect how quickly brine shrimp hatch?	• Compare this collection of animals based on similarities and differences in their lifecycle.	• How do brine shrimp change over their lifetime? • How does a bean change as it germinates?	• Is there are relationship between number of petals and number of stamens?	• What are the differences between the life cycle of an insect and a mammal?
Y6	• How does the temperature affect how much gas is produced by yeast? • Which is the most common invertebrate on our school playing field?	• How would you make a classification key for vertebrates/invertebrat es or microorganisms?	• What happens to a piece of bread if you leave it on the windowsill for two weeks?	• Do all flowers have the same number of petals? •	• What do different types of microorganisms do? Are they always harmful?

St Mark's C of E Junior School

Progressive Knowledge, Skills & Outcome Journey for Science

Electricity	Comparative tests	Identify & Classify	Observation over time	Pattern Seeking	Research
Y4	• How does the thickness of a conducting material affect how bright the lamp is? • Which metal is the best conductor of electricity?	• How would you group these electrical devices based on where the electricity comes from?	• How long does a battery light a torch for?	• Which room has the most electrical sockets in a house?	• How has electricity changed the way we live? • How does a light bulb work?
Y6	• How does the voltage of the batteries in a circuit affect the brightness of the lamp? • How does the voltage of the batteries in a circuit affect the volume of the buzzer? • Which make of battery lasts the longest? • Which type of fruit makes the best fruity battery?	• How would you group electrical components and appliances based on what electricity makes them do?	• How does brightness of bulb change as the battery runs out? • How can we measure how quickly a battery is used up?	• Does the temperature of a light bulb go up the longer it is on?	• How has our understanding of electricity changed over time?

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Progressive Knowledge, Skills & Outcome Journey for Science

Seasons / Light	Comparative tests	Identify & Classify	Observation over time	Pattern Seeking	Research
Y3	• How does the distance between the shadow puppet and the screen affect the size of the shadow? • Which pair of sunglasses will be best at protecting our eyes?	• How would you organise these light sources into natural and artificial sources?	• When is our classroom darkest? • Is the Sun the same brightness all day?	• Are you more likely to have bad eyesight and to wear glasses if you are older?	• How does the Sun make light?
Y6	• How does the angle that a light ray hits a plane mirror affect the angle at which it reflects off the surface? • Which material is most reflective?	• Can you identify all the colours of light that make white light when mixed together? What colours do you get if you mix different colours of light together?	• Does the temperature of a light bulb go up the longer it is on? • How does my shadow change over the day?	• Is there a pattern to how bright it is in school over the day? And, if there is a pattern, is it the same in every classroom?	• Why do some people need to wear glasses to see clearly? • How do our eyes adapt to different conditions?
Forces	**Comparative tests**	**Identify & Classify**	**Observation over time**	**Pattern Seeking**	**Research**
Y3 (magnetism)	• How does the mass of an object affect how much force is needed to make it move? • Which magnet is strongest? • Which surface is best to stop you slipping?	• Which materials are magnetic?	• If we magnetise a pin, how long does it stay magnetised for?	• Do magnetic materials always conduct electricity? • Does the size and shape of a magnet affect how strong it is?	• How have our ideas about forces changed over time? • How does a compass work

Y5	• How does the angle of launch affect how far a paper rocket will go? • How does the surface area of an object affect the time it takes to sink?	• Can you label and name all the forces acting on the objects in each of these situations?	• How long does a pendulum swing for before it stops?	• Do all objects fall through water in the same way? • How does surface area of parachute affect the time it takes to fall?	• How do submarines sink if they are full of air?

Progressive Knowledge, Skills & Outcome Journey for Science

Materials	Comparative tests	Identify & Classify	Observation over time	Pattern Seeking	Research
Y3	• How does adding different amounts of sand to soil affect how quickly water drains through it? • Which soil absorbs the most water?	• Can you use the identification key to find out the name of each of the rocks in your collection?	• How does tumbling change a rock over time? • What happens when water keeps dripping on a sandcastle?	• Is there a pattern in where we find volcanos on planet Earth?	• Who was Mary Anning and what did she discover?
Y4	• How does the mass of a block of ice affect how long it takes to melt? • How does the surface area of water affect how long it takes to evaporate? • Does seawater evaporate faster than fresh water?	• Can you group these materials and objects into solids, liquids, and gases? • How would you sort these objects/materials based on their temperature?	• Which material is best for keeping our hot chocolate warm? • How does the level of water in a glass change when left on the windowsill?	• Is there a pattern in how long it takes different sized ice lollies to melt? • How does evaporation rate change as you add more salt to your water?	• What are hurricanes, and why do they happen?
	• How does the temperature of	• Can you group these	• How does a container of	• Do all stretchy materials stretch	• What are microplastics and why are they

Y5 (Mixtures & Separation)	tea affect how long it takes for a sugar cube to dissolve? • Which type of sugar dissolves the fastest?	materials based on whether they are transparent or not?	saltwater change over time? • How does a sugar cube change as it is put in a glass of water?	in the same way? • How does temperature affect how much solute we can dissolve?	harming the planet?
Y5 (Changes)	• Which material rusts fastest / slowest? • How can we change the 'jelly-ness' of jelly?	• Can you identify and classify these reactions and changes into reversible, and irreversible? Can you describe their groups similarities and differences?	• How does a nail in saltwater change over time?	• What patterns can you notice in different reactions? • How does the amount of bicarbonate of soda, washing up liquid and vinegar affect the reaction?	• What are smart materials and how can they help us?

Progressive Knowledge, Skills & Outcome Journey for Religious Education

Outcomes				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	Children will learn about the Creation story and what Christians believe this tells us. Children will learn what it is like to follow God using key religious figures.	Children will learn what Hindus believe what God is like. Children will learn what it is like to be a Hindu in Britain today	Children will learn what it means if Christians believe God is holy and loving. Children will learn what it is like to be a Muslim in Britain today.	Children will look at creation and science and how there is conflicting & complimentary points. Children will learn why some people believe in God and that some people don't.
Spring	Children will learn about festivals and worship for Muslims. Children will learn about the first disciples and how Christians try to follow these examples today.	Children will learn about salvation and why Christians call the day Jesus died: Good Friday. Children will learn how and why people mark significant events in their lives.	Children will learn why Christians believe that Jesus is the Messiah. Children will learn why the Torah is important to Jews.	Children will learn why Hindus want to be good. Children will learn what Christians believe Jesus did to "save" people.
Summer	Children will learn about festivals and family life for Jews. Children will learn how and why people try to make the world a better place	Children will learn what the impact of Pentacost is on Christians. Children will learn about the Trinity and why it is important to Christians.	Children will learn about the Gospel and how Christians use these to live. Children will learn what matters most to Humanists and Christians.	Children will learn about why Christians think about: What King was Jesus. Children will learn about how faith can help people when life gets hard.

Progressive Knowledge, Skills & Outcome Journey for Religious Education

	Year 3	Year 4	Year 5	Year 6
Making Sense of Belief	• Identify and describe the core beliefs and concepts studied. • Make clear links between texts/sources of authority and the key concepts studied. • Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers.		• Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. • Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. • Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority.	
	• Place the concepts of God and Creation on a timeline of the Bible's 'big story'. • Make clear connections between the story of Noah and the idea of the covenant. • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Offer informed suggestions about the meaning of the Exodus story for Jews today. • Make links between religious beliefs and teachings and why people try to live and make the world a better place.	• Identify some Hindu deities and say how they help Hindus describe God. • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (*dharma*) • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. • Recognise the word 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. • Give examples of what Pentecost means to some Christians now. • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains.	• Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; *Hajj* practices follow example of the Prophet) • Explain connections between biblical texts and Christian ideas of God, using theological terms. • Identify Gospel and prophecy texts, using technical terms. • Identify and explain Jewish beliefs about God. • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. • Make links with the sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen' and Humanists	• Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. • Identify and explain Hindu beliefs, e.g. *dharma, karma, samsara, moksha*, using technical terms accurately. • Outline the timeline of the 'big story' of the Bible, explaining how incarnation and Salvation fit within it. • Explain connections between biblical texts and the concept of the kingdom of God • Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences

			saying people can be 'good without God')	

Progressive Knowledge, Skills & Outcome Journey for Religious Education

Understanding the Impact	• Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. • Describe how people show their beliefs in how they worship and in the way they live. • Identify some differences in how people put their beliefs into practice.		• Make clear connections between what people believe and how they live, , individually and in communities. • Using evidence and examples, show how and why people put their beliefs into practice in different ways e.g. in different communities, denominations or cultures.	
	• Describe what Christians do because they believe God is Creator. (e.g. follow God, wonder at how amazing God's creation is; care for the Earth. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. • Identify some differences in how people put their beliefs into action.	• Identify some different ways in which Hindus worship including how Hindus show their faith within their families in Britain today (e.g. home *puja*). • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. • Describe how Christians show their beliefs about the Holy Spirit in worship. • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.	• Make clear connections between Muslim beliefs and *ibadah* (e.g. Five Pillars, festival, mosques, art) • Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • Make clear connections between Jewish commandments and how Jews live. (e.g. in relation to Kosher laws) • Make clear connections between Jewish beliefs about the Torah and how they use and treat it. • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.	• Make clear connections between Genesis 1 and the Christian belief about God as creator. • Make clear connections between what people believe about God and the impact of this belief on how they live. • Make clear connections between Hindu beliefs about *dharma, karma, samsara and moksha* and ways in which Hindus live. • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion /Lord's Supper. • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice. • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)

			• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view	

Progressive Knowledge, Skills & Outcome Journey for Religious Education

Making Connections	• Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. • Give a good reason for the views they have and the connections they make.		• Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • Reflect on and articulate lessons people must gain from the beliefs/ practices studied, including their own responses, recognising that other people may think differently. • Consider and weigh up how ideas studied relate to their own experiences and experiences in the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.	
	• Ask questions and suggest answers about what might be important in the Creation story for Christians and non-Christians living today. • Make links between the story of Noah and how we live in school and the wider world. • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. • Make links between the importance of love in Bible stories studied and life in the world today, giving a good reason for their ideas. • Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and	• Raise questions and suggest answers about what is good about being a Hindu in Britain today and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. • Give good reasons why they think ceremonies of commitment are or are not valuable today. • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	• Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. • Weigh up how far the idea of Jesus as the 'Messiah' –a Saviour from God- is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. • Articulate their own responses to the issues studied, recognising different points of view. • Raise important questions and suggest answers about how and why people should be good.	• Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. • Make connections between beliefs and behaviour in their own lives, in the light of learning. • Reflect on and articulate what impact belief in *karma* and *dharma* might have on individuals and the world, recognising different points of view. • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.

	giving good reasons for their ideas. • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.	• Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.		• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.

Progressive Knowledge, Skills & Outcome Journey for Religious Education

Assessment				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	Children will be able to say what is like for someone to follow God. Children will be able to make clear links between the story of Noah & the idea of a covenant.	Children will be able to explain what Hindus believe God is like. Children will be able to make links between having a "spark of God in them" and ideas about the value of people in the world today.	Children will be able to explain what it means if Christians believe god is holy and loving. Children will be able to weigh up biblical ideas and teachings about God as holy and loving and how this might make a difference in the world today, developing insights of their own.	Children will be able to explain if creation and science is conflicting or complimentary. Children will be able to make clear connections between Genesis 1 and the Christian belief about God the creator.
Spring	Children will be able to explain how festivals & worship impact the lives of a Muslim. Children will explain what Ibadah is and give examples of this act.	Children will be able to explain the impact of Pentecost. Children will be able to make connections between Pentecost & Christian beliefs. (Summer 1)	Children will be able to understand why the Torah is so important to Jewish people. Children will be able to make connections between Jewish beliefs about the Torah and how they use and treat it.	Children will be able to explain why Hindus want to be good. Children will be able to identify and explain Hindu beliefs, using technical terms accurately.
Summer	Children will be able to explain how festivals and family life matter to a Jew. Children will be able to make links with forgiveness, freedom and justice in the world today.	Children will be able to explain what the Trinity is and why it is important to Christians. Children will be able to make links between Bible texts and God in Christianity.	Children will be able to make sense of what beliefs matter most to Humanists and Christians. Children will be able to make links with the sources of authority that tell people how to be good.	Children will be able to explain what Christians believe Jesus did to 'save' people. Children will be able to weigh up the value and impact of ideas of sacrifice in their own lives and the world today. (Spring 2)

Progressive Knowledge, Skills & Outcome Journey for PE

Outcomes				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	OAA - Children will learn to work collaboratively with a partner and a small group. Netball – children will learn to pass, receive and shoot the ball with some control. Yoga – children will learn to develop the ability to stay still and calm and keep focus.	Fitness – children will learn to show determination to continue working over a period of time. Hockey – children will learn to dribble, pass, receive and shoot the ball with increasing control. Rugby – children will learn to help keep team possession and score tries when attacked.	Dodgeball – children will learn to understand the need for tactics and identify when to use them in different situations. Dance – children will learn to confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. OAA – children will learn to navigate around a course using a map.	Netball – children will learn to pass, receive and shoot the ball with increasing control under pressure. Rugby – children will learn to work collaboratively to create tactics with my team and evaluate the effectiveness of these.
Spring	Gym – children will learn to adapt sequences to suit different types of apparatus. Ball Skills – children will learn to throw with accuracy and increasing consistency to a target. Dance – children will learn to use dynamic and expressive qualities in relation to an idea.	Dance – children will learn to respond imaginatively to a range of stimuli relating to character and narrative. Golf – children will learn to use different actions for different shots. Gym – children will learn to plan and perform sequences with a partner that include a change of level and shape.	Yoga – children will learn to explore methods they can use to control how they feel. Golf – children will learn to hold all equipment correctly depending on the shot I am using. Gym – children will learn to create and perform sequences using apparatus, individually and with a partner.	Hockey – children will learn to dribble, pass, receive and shoot the ball with increasing control under pressure. Gym – children will learn to combine and perform gymnastics actions, shapes and balances with control and fluency. Cricket – children will learn to strike a bowled ball with increasing consistency and accuracy.
Summer	Athletics – children will learn to take part in an activity, remembering when to run and what to do. Tennis – children will learn to use a range of basic racket skills. Cricket – children will learn to bowl a ball towards a target.	Athletics – children will learn to jump for distance with balance and control. Cricket – children will learn to bowl a ball with some accuracy and consistency. OAA – children will learn to identify key symbols on a map and use a key to help navigate around a grid.	Athletics – children will learn to show accuracy and power when throwing for distance. Tennis – children will learn to understand the tactics and can identify when to use them in different situations.	Athletics – children will learn to select and apply the best pace for a running event. Dance – the children will learn to refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.

			Rounders – children will learn to develop a wide range of fielding skills and begin to use these under pressure.	

Progressive Knowledge, Skills & Outcome Journey for PE

Skills Progression				
	3	4	5	6
Athletics Knowledge	**Running:** understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. **Jumping:** know that if I jump and land in quick succession, the momentum will help me to jump further. **Throwing:** understand that the speed of the movement helps to create power. **Rules:** know the rules of the event and begin to apply them.	**Running:** understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. **Jumping:** understand that transferring weight will help me to jump further. **Throwing:** understand that transferring weight will help me to throw further . **Rules:** know and understand the rules to be able to manage our own events.	**Running:** understand that taking big consistent strides will help to create a rhythm that allows me torun faster. Understand that keeping a steady breath will help me when running longer distances. **Jumping:** know that if I drive my knees high and fast I can build power and therefore distance in my jumps. **Throwing:** know how to transfer my weight in different throws to increase the distance. **Rules:** understand and apply rules in a variety of events using official equipment.	**Running:** understand that I need to prepare my body for running and know the muscle groups I willneed to use. **Jumping:** understand that a run up builds speed and power and enables me to jump further. **Throwing:** understand that I need to prepare my body for throwing and know the muscle groups Iwill need to use. **Rules:** understand and apply rules in events that pose an increased risk.

Athletics Skills	**Running:** develop the sprinting technique and apply it to relay events. **Jumping:** develop technique when jumping for distance in a range of approaches and take off positions. **Throwing:** explore the technique for a pull throw.	**Running:** develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. **Jumping:** develop technique when jumping for distance. **Throwing:** explore power and technique when throwing for distance in a pull and heave throw.	**Running:** apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. **Jumping:** explore technique and rhythm in the triple jump. **Throwing:** Develop technique and power in javelin and shot put	**Running:** demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. **Jumping:** develop power, control and technique in the triple jump. **Throwing:** develop power, control and technique when throwing discus and shot put.
Ball Skills Skills	**Sending**: send a ball with accuracy and increasing consistency to a target. **Catching**: catch a range of objects with increasing consistency. **Tracking**: track a ball not sent directly. **Dribbling**: dribble a ball with hands and feet with control.			
Ball Skills knowledge	**Sending:** know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. **Catching:** know to move my feet to the ball. **Tracking:** know that using a ready position will help me to react to the ball. **Dribbling:** know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.			

Dance Skills	**Actions:** create actions in response to a stimulus individually and in groups. **Dynamics:** use dynamics effectively to express an idea. **Space:** use direction to transition between formations. **Relationships:** develop an understanding of formations. **Performance:** perform short, self-choreographed phrases showing an awareness of timing.	**Actions:** respond imaginatively to a range of stimuli related to character and narrative. **Dynamics:** change dynamics confidently within a performance to express changes in character. **Space:** confidently use changes in level, direction and pathway. **Relationships:** use action and reaction to represent an idea. **Performance:** perform complex dances that communicate narrative and character well, performing clearly and fluently.	**Actions:** choreograph dances by using, adapting and developing actions and steps from different dance styles. **Dynamics:** confidently use dynamics to express different dance styles. **Space:** confidently use direction and patterning to express different dance styles. **Relationships**: confidently use formations, canon and unison to express a dance idea. **Performance:** perform dances expressively, using a range of performance skills, showing accuracy and fluency	**Actions:** show controlled movements which express emotion and feeling. **Dynamics:** explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. **Space and relationships:** use a variety of compositional principles when creating my own dances. **Performance:** demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.
Dance Knowledge	**Actions**: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. **Dynamics**: understand that all actions can be performed differently to help to show effect. **Space**: understand that I can use space to help my dance to flow. **Relationships**: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. **Performance**: understand that I can use timing techniques such as	**Actions:** understand that some actions are better suited to a certain character, mood or idea than others. **Dynamics:** understand that some dynamics are better suited to a certain character, mood or idea than others. **Space:** understand that space can be used to express a certain character, mood or idea. **Relationships:** understand that some relationships are better suited to a certain character, mood or idea than others.	**Actions:** understand that different dance styles utilise selected actions to develop sequences in a specific style. **Dynamics:** understand that different dance styles utilise selected dynamics to express mood. **Space:** understand that space relates to where my body moves both on the floor and in the air. **Relationships**: understand that different dance styles utilise selected relationships to express mood.	**Actions:** understand that actions can be improved with consideration to extension, shape and recognition of intent. **Dynamics:** understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. **Space and relationships**: know that combining space and relationships with a prop can help me to express my dance idea.

	canon and unison to create effect. **Strategy**: know that if I show sensitivity to the music, my performance will look more complete.	**Performance:** know that being aware of other performers in my group will help us to move in time. **Strategy:** know that I can select from a range of dance techniques to translate my idea.	**Performance:** understand what makes a performance effective and know how to apply these principles to my own and others' work. **Strategy:** know that if I use dance principles it will help me to express an atmosphere or mood.	**Performance:** understand how a leader can ensure our dance group performs together. **Strategy:** know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.
Fitness Skills		**Agility:** show balance when changing direction at speed. **Balance:** show control whilst completing activities which challenge balance. **Co-ordination:** explore increased speed when co-ordinating my body. **Speed:** demonstrate improved sprinting technique. **Strength:** develop building strength in different muscle groups. **Stamina:** demonstrate using my breath to maintain my work rate.		
Fitness knowledge		**Agility:** know that keeping my elbows bent when changing direction will help me to stay balanced. **Balance:** understand that I need to squeeze different muscles to help me to stay balanced in different activities.		

		Co-ordination: understand that if I begin in a ready position I can react quicker. **Speed:** understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. **Strength:** understand that strength comes from different muscles and know how I can improve my strength. **Stamina:** understand that I need to pace myself when running further or for a long period of time		
Gymnastic Skills	**Shapes:** explore matching and contrasting shapes. **Balances:** explore point and patch balances and transition smoothly into and out of them. **Rolls:** develop the straight, barrel, and forward roll. **Jumps:** develop stepping into shape jumps with control.	**Shapes:** develop the range of shapes I use in my sequences. **Inverted movements:** develop strength in bridge and shoulder stand. **Balances:** develop control and fluency in individual and partner balances. **Rolls:** develop the straight, barrel, forward and straddle roll and perform them with increased control. **Jumps:** develop control in performing and landing rotation jumps.	**Shapes:** perform shapes consistently and fluently linked with other gymnastic actions. **Inverted movements:** explore progressions of a cartwheel. **Balances:** explore symmetrical and asymmetrical balances. **Rolls:** develop control in the straight, barrel, forward, straddle and backward roll. **Jumps:** select a range of jumps to include in sequence work.	**Shapes:** combine and perform gymnastic shapes more fluently and effectively. **Inverted movements:** develop control in progressions of a cartwheel and a headstand. **Balances:** explore counter balance and counter tension. **Rolls:** develop fluency and consistency in the straddle, forward and backward roll. **Jumps:** combine and perform a range of gymnastic jumps more fluently and effectively
Gymnastics Knowledge	**Shapes:** understand how to use body tension to make my shapes look better. **Balances:** understand that I can make my balances look	**Shapes:** understand how shapes can be used to improve my sequence. **Inverted movements:** know that inverted movements are actions	**Shapes:** understand that shapes underpin all other skills. **Inverted movements:** understand that sometimes I need to move slowly to gain control and other	**Shapes:** know which shapes to use for each skill. **Inverted movements:** understand that spreading my weight across a base of

	interesting by using different levels. **Rolls:** understand the safety considerations when performing more difficult rolls. **Jumps:** understand that I can change the take off and shape of my jumps to make them look interesting. **Strategy:** know that if I use different levels it will help to make my sequence look interesting	in which my hips go above my head. **Balances:** know how to keep myself and others safe when performing partner balances. **Rolls:** understand that I can keep the shape of my roll using body tension. **Jumps:** know that I can control my landing by landing toes first, looking forwards and bending my knees. **Strategy:** know that if I use different directions it will help to make my sequence look interesting.	times I need to move quickly to build momentum. **Balances:** understand how to use contrasting balances to make my sequences look interesting. **Rolls:** understand that I need to work within my own capabilities and this may be different to others. **Jumps:** understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. **Strategy:** know that if I use different pathways it will help to make my sequence look interesting.	support will help me to balance. **Balances:** know where and when to apply force to maintain control and balance. **Rolls:** understand that I can use momentum to help me to roll and know where that momentum from. **Jumps:** understand that taking off from two feet will give me more height and therefore more time in the air. **Strategy:** know that if I use changes in formation it will help to make my sequence look interesting.
Invasion Skills	**Sending & receiving :** explore s&r abiding by the rules of the game. **Dribbling:** explore dribbling the ball abiding by the rules of the game under some pressure. **Space:** develop using space as a team. **Attacking:** develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. **Defending:** develop tracking opponents to limit their scoring opportunities.	**Sending & receiving:** develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. **Dribbling:** link dribbling the ball with other actions and change direction whilst dribbling with some control. **Space:** develop moving into space to help my team. **Attacking:** change direction to lose an opponent with some success.	**Sending & receiving:** develop control when s&r under pressure. **Dribbling:** dribble with some control under pressure. **Space:** explore moving to create space for themselves and others in their team. **Attacking:** use a variety of techniques to lose an opponent e.g. change of direction or speed. **Defending:** develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.	**Sending & receiving:** s&r consistently using a range of techniques with increasing control under pressure. **Dribbling:** dribble consistently using a range of techniques with increasing control under pressure. **Space:** move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. **Attacking:** confidently change direction to lose an opponent **Defending:** use a variety of defending skills (tracking,

		Defending: develop defending one on one and begin to intercept.		interception, jockeying) in game situations
Invasion Knowledge	**Sending & receiving:** know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. **Dribbling:** know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. **Space:** know that by spreading out as a team we move the defenders away from each other. **Attacking and defending:** know my role as an attacker and defender. **Tactics:** know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. **Rules:** know the rules of the game and begin to apply them.	**Sending & receiving:** know that cushioning a ball will help me to control it when receiving it. **Dribbling:** know that protecting the ball as I dribble will help me to maintain possession. **Space:** know that moving into space will help my team keep possession and score goals. **Attacking:** recognise when to pass and when to shoot. **Defending:** know when to mark and when to attempt to win the ball. **Tactics:** know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. **Rules:** know and understand the rules to be able to manage our own game.	**Sending & receiving:** know that not having a defender between myself and a ball carrier enables me to s&r with better control. **Dribbling:** know that dribbling in different directions will help to lose a defender. **Space:** know that by moving to space even if not receiving the ball will create space for a teammate. **Tactics:** understand the need for tactics and identify when to use them in different situations. **Rules:** understand and apply rules in a variety of invasion games whilst playing and officiating.	**Sending & receiving:** understand and make quick decisions about when, how and who to pass to. **Dribbling:** choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. **Space:** understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. **Tactics:** know how to create and apply a tactic for a specific situation or outcome. **Rules:** understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.
Net & Wall Knowledge	**Shots:** know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. **Rallying:** know that hitting towards my partner will help		**Shots:** know which skill to choose for the situation e.g. a volley if the ball is close to the net. **Serving:** know that serving is how to start a game or rally and use the rules applied to the activity for serving.	

	them to return the ball easier and keep the rally going. **Footwork:** know that moving to the middle of my court will enable me to cover the most space. **Tactics:** know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. **Rules:** know the rules of the game and begin to apply them.		**Rallying:** know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. **Footwork:** know that using small, quick steps will allow me to adjust my stance to play a shot. **Tactics:** understand the need for tactics and identify when to use them in different situations. **Rules:** understand and apply rules in a variety of net and wall games whilst playing and officiating	
Net & Wall Skills	**Shots:** explore returning a ball using shots such as the forehand and backhand. **Rallying:** explore rallying using a forehand. **Footwork:** consistently use and return to the ready position in between shots.		**Shots:** develop the range of shots used in a variety of games. **Serving:** develop the range of serving techniques appropriate to the game. **Rallying**: use a variety of shots to keep a continuous rally. **Footwork:** demonstrate effective footwork patterns to move around the court.	
OAA Skills	**Problem solving**: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. **Navigational skills**: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.	**Problem solving**: plan independently and in small groups, implementing a strategy with increased success. **Navigational skills:** identify key symbols on a map and follow a route. **Communication**: confidently communicate ideas and listen to others	**Problem solving:** explore tactical planning within a team to overcome increasingly challenging tasks. **Navigational skills**: develop navigational skills and map reading in increasingly challenging tasks. **Communication**: explore a variety of communication methods with increasing success.	

	Communication: follow and give instructions and accept other peoples' ideas.			
OAA Knowledge	**Problem solving**: know that trying ideas before deciding on a solution will help us to come up with the best idea. **Navigational skills**: know to hold the map so that the items on the map match up to the items that have been placed out. **Communication**: know to take turns when giving ideas and not to interrupt each other. **Reflection**: reflect on when and why I am successful at solving challenges. Rules: know that using the rules honestly will help to keep myself and others safe.	**Problem solving**: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. **Navigational skills**: understand how to use a key and use the cardinal points on a map to orientate it. **Communication**: understand that there are different types of communication and that I can communicate without talking. **Reflection**: with increased accuracy, critically reflect on when and why I am successful at solving challenges. **Rules**: understand the importance of working with integrity.	**Problem solving:** recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. **Navigational skills**: use a key to identify objects and locations. **Communication**: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. **Reflection**: reflect on when I am successful at solving challenges and alter my methods in order to improve. **Rules**: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.	
Striking & Fielding Skills		**Striking**: develop batting technique with a range of equipment. **Fielding**: develop bowling with some consistency, abiding by the rules of the game. **Throwing**: use overarm and underarm throwing with increased consistency in game situations.	**Striking**: explore defensive and driving hitting techniques and directional batting. **Fielding**: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. **Throwing**: demonstrate good technique when using a variety of throws under pressure.	**Striking**: strike a bowled ball with increasing accuracy and consistency. **Fielding**: use a wider range of fielding skills with increasing control under pressure. **Throwing**: consistently demonstrate good technique in throwing skills under pressure.

		Catching: begin to catch with one and two hands with some consistency in game situations	**Catching**: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations	**Catching**: consistently demonstrate good technique in catching skills under pressure.
Striking & Fielding Knowledge		**Striking**: know that using the centre of the bat will provide the most control and accuracy. **Fielding**: know that it easier to field a ball that is coming towards me rather than away so set up accordingly. **Throwing**: understand that being balanced before throwing will help to improve the accuracy of the throw. **Catching**: know to track the ball as it is thrown to help to improve the consistency of catching. **Tactics**: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. **Rules**: know and understand the rules to be able to manage our own game.	**Striking**: understand that stance is important to allow me to be balanced as I hit. **Fielding**: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. **Throwing**: understand where to throw the ball in relation to where a batter is. **Catching**: understand when to use a close catch technique or deep catch technique. **Tactics**: understand the need for tactics and identify when to use them in different situations. **Rules**: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.	**Striking**: understand that the momentum and power for striking a ball comes from legs as well as arms. **Fielding**: know which fielding action to apply for the situation. **Throwing and catching**: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. **Tactics**: understand and apply some tactics in the game as a batter, bowler and fielder. **Rules**: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.
Target Games Skills		**Throwing**: throw with increasing accuracy at a target. **Catching** (dodgeball): catch with increasing consistency.	**Throwing**: demonstrate clear technique and accuracy when throwing at a target.	

		Striking: strike a ball with increasing consistency.	**Catching** (dodgeball): demonstrate good technique and consistency in catching skills. **Striking**: develop a wider range of striking techniques and begin to use them under pressure.	
Target Games Knowledge		**Throwing**: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power. **Catching** (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently. **Striking**: know that using a smooth action will help to increase accuracy. **Tactics**: know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game. **Rules**: know and understand the rules to be able to manage our own game	**Throwing**: know to aim low to make it difficult for an opponent to catch. **Catching** (dodgeball): know to stay towards the back of the court area to give me more time to catch. **Striking**: know that aligning my body and equipment before striking will help me to be balanced. **Tactics**: understand the need for tactics and identify when to use them in different situations. **Rules**: understand and apply rules in a variety of target games whilst playing and officiating	
Yoga Skills	**Balance:** use my breath to maintain balance within an individual and partner pose. **Flexibility:** develop flexibility by connecting movement with breath.		**Balance**: demonstrate increased control when in poses. **Flexibility**: explore poses and movement in relation to my breath. **Strength**: explore arm balances with some control.	

	Strength: demonstrate increased control and strength when in and transitioning between poses. **Mindfulness:** explore methods I can use to control how I feel		**Mindfulness**: develop my ability to stay still and keep my focus.	
Yoga Knowledge	**Balance:** understand that I need to apply force to maintain balance in a partner pose. **Flexibility:** understand that I can improve my flexibility when moving with my breath. **Strength:** know the muscles I am using by name. **Mindfulness:** understand that there are different techniques I can use to control how I feel		**Balance**: understand that if I use the whole of the body part in contact with the floor, it will help me to balance. **Flexibility**: know that if I move as I breathe out I can stretch a little bit further. **Strength**: understand that I need to use different muscles for different poses. **Mindfulness**: know that I can use my breath to focus.	

Progressive Knowledge, Skills & Outcome Journey for PE

Assessment				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	Children will be able to work collaboratively with a partner and a small group. Children will be able to pass, receive and shoot the ball with some control.	Children will be able to show determination to continue working over a period of time. Children will be able to can dribble, pass, receive and shoot the ball with increasing control. Children will be able to help their team keep possession and score tries when I play in attack.	Children will be able to understand the need for tactics and can identify when to use them in different situations. Children will be able to confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. Children will be able to navigate around a course using a map.	Children will be able to pass, receive and shoot the ball with increasing control under pressure Children will be able to work collaboratively to create tactics with my team and evaluate the effectiveness of these.

Spring	Children will be able to adapt sequences to suit different types of apparatus. Children will be able to throw with accuracy and increasing consistency to a target. Children will be able to use dynamic and expressive qualities in relation to an idea.	Children will be able to respond imaginatively to a range of stimuli relating to character and narrative. Children will be able to use different actions for different shots. Children will be able to plan and perform sequences with a partner that include a change of level and shape.	Children will be able to hold all equipment correctly depending on the shot I am using. Children will be able to create and perform sequences using apparatus, individually and with a partner.	Children will be able to dribble, pass, receive and shoot the ball with increasing control. under pressure. Children will be able to combine and perform gymnastic actions, shapes and balances with control and fluency. Children will be able to strike a bowled ball with increasing consistency and accuracy.
Summer	Children will be able to take part in a relay activity, remembering when to run and what to do. Children will be able to use a range of basic racket skills. Children will be able to to bowl a ball towards a target.	Children will be able to jump for distance with balance and control. Children will be able to bowl a ball with some accuracy and consistency. Children will be able to identify key symbols on a map and use a key to help navigate around a grid.	Children will be able to show a degree of accuracy and power when throwing for distance. Children will be able to understand the need for tactics and can identify when to use them in different situations. Children will be able to develop a wider range of fielding skills and will begin to use these under some pressure.	Children will be able to select and apply the best pace for a running event. Children will be able to refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.

Progressive Knowledge, Skills & Outcome Journey for History

Outcomes				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn **Local history woven in**	Children will investigate what life was like for a child living in the Stone Age.	Children will investigate how life in Ancient Greece has influenced life in Britain today	Children will investigate whether it was easier for Anglo Saxons to invade or settle	Children will investigate how the Industrial Revolution changed life for the people of Britain

Spring **Local history focus**	Children will be able to explain how Benhall has changed from a farm overtime.	Children will learn about the growth of Cheltenham as a spa town	Children will investigate the life of a Gloucester prison in mate	Children will look at how villages and towns have changed over time.
Summer **Local history woven in**	Children will investigate the pyramids in order to understand life in Ancient Egyptian times	Children will learn about life as a Roman soldier in Britain	Children will decide who was more civilized: Anglo Saxons or Mayans	Children will investigate what is was like to be a child in World War 2.

Skills Progression				
	Year 3 Britain during the Stone Age and Iron Age Ancient Egyptians	Year 4 Ancient Greeks Britain during the Roman Invasion	Year 5 Britain during the Anglo Saxon and Viking Invasions Ancient Mayans	Year 6 Britain during the Industrial Revolution Battle of Britain
Chronology	Place the time studied on a timeline. Describe dates significant to that time and place in chronological order. Sequence several events or artefacts.	Place current study and significant events from time studied on a timeline. Use terms related to the period of time. Describe the main changes in the period of history. Understand more complex terms eg BC/AD and how these are sequenced on a timeline.	Place current study on time line in relation to other studies and knowledge. Sequence key events of time studied and compare and contrast to events in other studies. Use relevant dates and terms. Describe advances in time studied compared to other times studied.	Order and sequence significant dates, movements and events on a timeline. Use relevant and specific terms. Demonstrate understanding of how progression of time ran in correlation to progression and change of events and societies. Evaluate and question change and continuity.
For example..	The Palaeolithic (old Stone Age), Mesolithic (middle Stone Age) and the Neolithic (new Stone Age), the first cave paintings. When the hieroglyphics were introduced, the first pyramids, the beginning of King Tutankhamun's reign, Howard Carters discovery	The Romans divided Britain into Britannia Superior and Britannia Inferior to better control Britain AD216 When were male citizens allowed to vote? When was the first Olympics held? When did Greece fall under the Roman Empire?	800BC Village farming and trade became established – how did this develop the civilisation? AD1016 Cnut become King of England AD876 Vikings permanently settle in Britain	When the Battle of Britain started and ended and why. When Churchill made big decisions, VE Day. When the first spinning jenny was invented, when the first train was invented, how all these key dates followed on sequentially and why.
Range & depth of knowledge	Use evidence to: Describe the way of life, clothing and culture of people from the past. Explain the uses	Use evidence to: Identify reasons for and results of people's actions.	Use evidence to: Compare and contrast the different aspects of life for	Use evidence to: Critique events from the past and make suggestions about

	of people, buildings, land and resources. Describe actions of people in the past.	Explain how lives of the rich and poor differed. Explain how events have influenced life today. Compare life in early and late stages of time studied. Make links between events from the past and influences such as religion, society and technology.	different people (rich, poor, men, women and children). Explain cause and effect of great events/inventions and their impact on life today. Evaluate an aspect of life with the same aspect from another period of time. Make reasoned judgements about reliable/non-reliable sources of information.	how they could have turned out differently. Evaluate how religion, society, technology, landscape etc influenced events from the past. Reach informed conclusions about cause and effect of different events. Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
For example…	How hunting food was the driving force for the Stone Age lifestyle How Egyptian slaves were treated and what this said about society	How does Greek democracy compare with modern day democracy? How did the Roman invasion positively/negatively change Britain?	How did certain inventions/methods during the Anglo Saxon/Viking period help their success? How did Mayan beliefs impact their lifestyle?	What failures from the Battle of Britain have helped our government make decisions in the modern day? How has the Industrial Revolution affected our world now? Climate change?
Use of Sources and Enquiry	Use a range of sources to find out about the past. Ask and answer questions about the past using sources of evidence. Understand how different evidence tells us about different aspects of the past.	Choose different sources of evidence to ask and answer questions about the past. Combine evidence to build up a picture about the past. Explain how one source of evidence could tell us more about the past than another source of evidence.	Begin to identify and discuss primary and secondary sources. Use different evidence to build up a picture of the time studied. Select relevant sections/sources to ask and answer specific questions. Know that people from the past have a point of view and this can affect interpretation. Describe reliability and purpose of sources of evidence.	Recognise and explain primary and secondary sources. Bring knowledge gathering from several sources together in a fluent account. Give clear reasons why there may be different accounts of history and link to factual knowledge. Evaluate reliability and make decisions about the past using sources of evidence.

For example..	Shell beads, why would the Stone Age have these and what for? What does this tell us about them? Why was a village built there? What does this show the Stone Age people were using? Howard Carter's discovery of King Tut's tomb, its contents and how this helped modern people understand the ancient Egyptians	Ancient coins, what does this tell us about society? What else could this tell us? Ancient Greek medicine and what this shows us about medicinal knowledge. Could compare to another period in time already studied (e.g. Stone Age). Roman architecture compared to architecture today, what do we still use now and what have we changed? Mosaics – why did the Romans have so many of them? What story can they tell? What story would our mosaics tell?	Could the art Mayan's produced be biased towards their people? Use a variety of 'digging finds' to make own decisions about life for the Anglo-Saxons. Compare this to another source of evidence and make conclusions.	Using first-hand accounts, newspaper reports to find out what life in a factory was like. Why do different accounts give different points of view? How does this affect how we understand and make decisions about the past? Use propaganda to find out about how certain influential groups or people wanted others to think. Compare this to nowadays.
Significant events or people	Britain during the Stone Age, Skara Brae, Stone Henge, Crickley Hill, pyramids, King Tut, the Nile, history of Benhall.	Mount Olympus, The Parthenon, Aristotle, Socrates, Impact of Roman invasion, Julius Caesar, Boudicca, Emperor Claudius, Gloucester mosaic finds, Cirencester, history of Cheltenham.	Britain during the Anglo-Saxon and Viking invasions The kings and their leadership, battles. Pre-classic, classic and post-classic eras of Mayan civilisation. Mayan cities e.g. Chichen Itza. Mayan stone temples e.g. El Castillo Gloucester Prison and Docks.	Britain during the Industrial Revolution, coal mining, Thomas Newcomen, Richard Arkwright, factory work, move to the cities, Battle of Britain, Winston Churchill, Hugh Dowding, evacuation, VE Day, Britain after the war, 1960s, 1970s, Margaret Thatcher, Elizabeth II, industrial development in Gloucestershire, GCHQ,
For example…	Skara Brae: what can Skara Brae tell us about the Stone Age? Why were the pyramids built by the Nile? Howard Carter King Tutankhamun	Boudicca: Why did she rebel against the Romans? Why didn't she want to work with them? Why was the Parthenon such an important place, what does it	Why was Cnut the Great called great?	Why was Margaret Thatcher called 'The Iron Lady'? Isambard Kingdom Brunel – his revolutionary work and its legacy.

		show about Greek beliefs and society?		How did Thomas Newcomen help pave the way for future inventions?

Assessment				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	Children will be able to describe the way of life, clothing and culture of stone age children.	Children will be able to explain how events have influenced our lives today. To combine evidence to build up a picture about Ancient Greece.	Children will explain cause and effect of great events and their impact on life today. Use different evidence to build up a picture of the time studied.	To understand how progression of time ran in correlation to progression, change of events and society during the Industrial Revolution. Children will be able to evaluate how society, technology and landscape influenced the Industrial Revolution thus changing Britain.
Spring	Children will be able to explain the uses of land & buildings from Benhall.	Children will be able to describe the main changes of Cheltenham	Children will be able to compare and contrast aspects of life	Children will reach informed conclusions about cause and effect on different events. Bring knowledge gathered from several sources together in a fluent account.
Summer	Children will be able to use a range of sources to find out about the pyramids. Children will be able to understand what evidence tells us about the past.	Children will be able to identify the reasons for a Roman soldier's actions and the results of this. To choose different sources of evidence based on how much they can tell me about the past.	Children will be able to describe the main advances in Mayan culture compared to others times studied. Select relevant sources to ask and answer specific questions	Children will give clear reasons why there may be different accounts of history and link to factual knowledge. Critique events from the past and make suggestions about they could have turned out differently.

Progressive Knowledge, Skills & Outcome Journey for Geography

Outcomes				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	Children will learn about the UK & its settlement types. They will locate its rivers and mountains when looking at counties.	Children will learn about Europe and its capital cities. They will focus in on Greece, comparing its landscape, people and places.	Children will learn about rivers of the world. They will then focus in on how rivers & other features are formed and have an effect on the landscape.	Children will recap map skills taught over time. They will then focus on climate zones and biomes with a focus on adaption & Global warming.
Spring	Children will learn about Benhall and how it has changed over time, with a focus on land use & farming.	Children will learn about Cheltenham over time, with a focus on its expansion as a Spa town.	Children will learn about Gloucester city and its features. They will carry our fieldwork in the city centre.	Children will learn about tourism in Gloucester and will focus on Bourton on the Water. Children will then look at local & global trade.
Summer	Children will learn about Africa: its landscape, animals and people. There will be a focus on tourism in National Parks.	Children will learn about volcanoes and earthquakes. They will focus in on Italy, comparing its landscape, people and places.	Children will learn about South America and its biomes. They will compare the human and physical features with a focus on deforestation.	Children will learn various fieldwork techniques and carry out surveys for accessibility and safety on the school grounds. They will make recommendations for our site.

Progressive Knowledge, Skills & Outcome Journey for Geography

Skills Progression				
	Year 3	Year 4	Year 5	Year 6
Locational & Place Knowledge	Locate Human and physical features of the UK on a map using an atlas; Study geographical similarities & differences between Benhall & London	Locate Human and physical features of Europe on a map using an atlas; Study Geographical similarities and differences between countries in Europe: focus on Italy.	Locate Human and physical features of the Americas on a map using an atlas; study Geographical similarities and differences between Mexico & Cheltenham. Understand the term Biome, to include Rainforests.	On a world map locate the main countries in Africa, Asia and Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Locate longitude, latitude, equator, Northern & Southern Hemisphere, tropics, Artic & Antarctic circles . Study environments and compare similarities and differences in a range of some features stated above.
For example….	**Use maps and globes** to **locate** the UK. Be able to **identify** the 4 countries and **label** the capital cities. **Explain the purpose** of a capital city and **form opinions** on how this affects population size. **Study** pictures/videos of two differing localities, one in the UK and one in a contrasting African country, and **ask geographical questions**. **Study** pictures of the localities in the past and in the present and **ask** 'How has it changed?' **Draw pictures** to show how places are different and write comparatively to show the difference. **Express own views** about a place, people and environment. **Give detailed reasons** to support own likes, dislikes and preferences.	Use **maps to locate countries of Europe.** **Study maps** about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. **Identify hilliest areas and flattest areas** as well as **decide** which rivers they think are the largest. **Study some pictures** of different parts of Europe **Make reasoned judgements** about where the pictures are taken and **justify** e.g. a mountain top may be in Italy because there is a large mountain range there. **Match key landmarks to the country** and **make suggestions** as to how landmarks affect a country (tourism, economy etc) e.g Leaning Tower of Pisa generates a lot of revenue through tourism. Relate to UK landmarks. Look at maps, pictures and other sources to **identify similarities and differences** between a UK region and Italy. **Compare physical and human features**, **draw conclusions, pose questions and use prior knowledge** of map reading.	Study maps of the USA **to identify environmental regions**. **Compare and contrast** these regions. **Locate the key physical and human characteristics**. **Relate these features to the locality** e.g. population sizes near tourist landmarks/rivers, transport links to mountains. **Locate all the man made features** in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. **Reflect on the importance and value of the tourism** industry in these areas. **Use maps, globes and Google Earth** to identify the continent of South America. Identify and **mark on a map** the different countries of South America. **Identify the major cities and consider how they d**iffer to other regions in the country. Looking at photographs, children to **compare and contrast** two differing regions e.g. rich/poor Brazil, hilly/icy Argentina. Using photographs, children to **make connections** between South America and the UK.	**Using maps, locate** the Equator, the Tropics of Cancer and Capricorn. **Consider the countries and climates that surround these line**s and **discuss the relationships** between these and the countries. **Critically study photographs** – do they think these were taken close to the Equator or further away. **Use and explain** the term 'climate zone'. **Identify** the different climate zones. **Ask questions and find out** what affects the climate. **Use maps** to identify different climate zones. **Discuss and compare** the climate zones of the UK and **relate this knowledge to the weather in the local area.** Children to **ask questions** about global warming. **Discover the cause** of global warming and **research the implications.** **Reach reasoned and informed solutions** and **discuss the consequences** for the future. **Identify changes** to be made in own lives in response to this.

		Identify main trade and economy in Italy and **compare** to region of the UK. Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn?	**Locate the mountain ranges, rivers and oceans.** **Consider how the location of these geographical features has shaped life**. Refer to UK e.g. London and the Thames **Understand how geographical features are marked on a map.** Using this knowledge, children to **study world maps to identify other major cities, hilly areas, rivers etc**. **Ask geographical questions** . Understand the term 'biome'. **Use knowledge of this term to make suggestions** for places in the world which may be biomes. Once the children are aware that the main types are: tundra, desert, grassland and rain forest, children to **use maps to locate areas** they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. **Defend reasoning using knowledge of maps.** Focus on Amazon rainforest – **identify** the climate, the habitats, the plant and animal types and how people live in the rainforest. **Study life** in the Amazon rainforest through primary sources **– recounts/photographs, and ask questions, make comparisons to life in the Discuss** how the rainforest may be linked to us e.g. trade. **Locate** other rainforests using Google earth and maps, identifying patterns in their location	
Fieldwork Skills	Use globes, maps and atlases. Create sketch maps of local area using symbols. Create surveys. Use 4 figure grid references	Use aerial photographs, ordinance survey maps and satellite maps to support study. Use 4 figure grid references	Use digital mapping to locate countries and their features. Create surveys & draw graphs to analyse results. Use 6 figure grid references.	Design and build own fieldwork equipment and use outside. Use multiple sources of complex information to draw conclusions. Use 8 points of a compass.
For example…	Use locational language to describe the location of points on a map of the school/local area.	(Link to Cheltenham over time Unit of work) Survey the use of land in the immediate locality of the school e.g. local high street, using the following classifications:	**Make field notes/observational notes** about land features. Visit River Severn, **locate and explain the features.**	• **Undertake a weather survey** of the local area– **tally counting**, types of weather observed, **comparing data** • **Collate the data collected** and **record it using data handling**

	e.g. Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds. **Plan a tour** of the school, which includes a **map/ plan** of the school and the **main geographical features you would see identified, with a key.** **Take digital photographs** of the main features of the school and **plot them on to a map** to show the route round the school, **using coordinates** to show where these key features are **Undertake environmental surveys** of the school grounds – litter, noise, likes/ dislikes, areas for improvement Use the school grounds to **undertake weather surveys**, including wind direction, where the sun shines (north, south, west), **recording a changes and observations using a method of choice** e.g. rainfall – is it the same on all sides of the school. **Make an aerial plan/map of the school**, drawing round different sized blocks	**Residential**: houses, flats, hotels, hostels **Retail**: food, clothing, footwear, sports, toys, furniture, etc…. **Professional/ Commercial**: solicitors, banks, building societies, company offices etc…. **Industrial and Storage**: machine tools, engineering, factories, warehouses **Entertainment/ Leisure**: theatres and cinemas, public houses, restaurants, cafes **Public Authorities**: local government offices, police, libraries, hospitals, churches, chapels, schools **Other**: vacant property, car parking, open spaces, development sites Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed Undertake a survey of buildings and materials Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work Compare shops in the local area with the nearest city centre Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits	**Take photographs to support findings** e.g showing different transport used in the area today which would not have been used during Industrial Revolution. **Study pictures** of the river in Victorian times and **compare and contrast.** **Select a method to present the differences in transport in the area today.** **Record measurement of river width/depth.**	**software** to produce graphs and charts of the results. • **Ask Geographical questions e.g.** how can we use renewable sources of energy in school? • **Form and develop opinions** • **Make suggestions and reflect on own beliefs.** - **Report on** the effects of environmental change on themselves and others – study renewable and non-renewable energy - **Select methods for collecting, presenting and 83analyzing data** - **Analyse evidence and draw conclusions**
Human & physical Skills	Describe different types of settlement & how land is used	Describe mountains & volcanoes,	Describe rivers & where water comes from. Settlement study	Describe earthquakes & other disasters, both natural & Human
	Look at pictures and labeled diagrams of Benhall over time. **Produce own pictures and labeled diagrams.** **Ask and answer questions through own knowledge and self-conducted research:** What resources were used? Why were they used? Why were their settlements so	**Locate places in the world** where volcanoes occur. Understand and be able to **communicate in different ways** the cause of volcanoes and the process that occurs before a volcano erupts.	**Use the language of rivers** e.g. erosion, deposition, transportation. **Explain and present the process** of rivers. **Compare** how river use has changed over time and **research the impact** on trade in history. Link to local history and study of The Docks.	**Describe and explain the processes** that cause natural disasters. **Draw conclusions** about the impact of natural disasters through the study of photographs, population numbers and other primary sources.

	different? What tools were available? What was the purpose of the settlements?	**Draw diagrams, produce writing and use the correct vocabulary** for each stage of the process of volcanic eruption. **Ask and answer questions** about the effects of volcanoes. **Discuss** how volcanoes affect human life e.g. settlements and spatial variation.	**Research and discuss** how water affects the environment, settlement, environmental change and sustainability Look at pictures and labeled diagrams of different historical settlements over time. **Produce own pictures and labeled diagrams.** **Ask and answer questions through own knowledge and self-conducted research:** What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? .	**Study photographs, aerial photographs and maps** of Cheltenham pre war, post war and present day. Compare maps and aerial photographs. **Make comparisons** and **reflect on the reasons** for the differences. **Study population numbers** throughout the course of WWII and **reflect on the reasons** for changes. Study pictures of land use during these three periods. **Draw conclusions and develop informed reasons for the changes.** Study one key building in the locality during the three periods (e.g. hospital) and **reflect on the changes.** **Look at maps on different scales and calculate scales on own maps.** **Research and present** Britain's export trade. **Ask and answer the following geographical questions:** What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Human geography including trade between UK and Europe and ROW. Fair/unfair distribution of resources (Fairtrade). **Identify trade links** around the world based on a few chosen items e.g. coffee, chocolate, bananas. **Discover** where food comes from. **Discuss** and **debate** fair trade**.**

Progressive Knowledge, Skills & Outcome Journey for Geography

Assessment				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	Children will be able to name and locate the countries, counties and cities of the UK. Children will be able to identifying rivers and mountains.	Children will be able to locate countries and capital cities in Europe. Children will be able to compare and contrast Greece and the UK based on its human & physical geography.	Children will be able to name and locate UK & world rivers. Children will be able to explain how rivers are formed.	Children will be able to locate the countries of Asia & Oceania (recapping Africa from Year 3) Children will be able to confidently name, locate and explain climate zones & biomes.
Spring	Children will be able to explain how Benhall has developed over time. Children will be able to carry out a simple surveys of their local area.	Children will be able to explain how Cheltenham has developed over time. Children will be able to carry out surveys of their local area.	Children will be able to explain how Gloucester has developed over time. Children will be able to carry out surveys of the area drawing conclusions.	Children will understand the effects of tourism in Gloucestershire. Children will be able to explain the benefits of trade from a local to global scale.
Summer	Children will be able to compare and contrast Africa and the UK based on its human & physical geography.	Children will be able to locate, name and explain earthquakes and volcanoes. Children will be able to compare and contrast the UK and Italy.	Children will be able to compare and contrast South America and the UK based on its human & physical geography.	Children will carry out a range of fieldwork techniques, building their own equipment and using it in the field to make comparisons and judgements.

Progressive Knowledge, Skills & Outcome Journey for Art

Outcomes

	Year 3	Year 4	Year 5	Year 6
Autumn	Children will paint a collaborative piece of work based on Kandinsky & Klimt. Children will paint a Stonehenge silhouette painting.	Children will draw emotion portraits inspired by Sandra Silberzweig. Children will construct a cardboard mask using Picasso's cubism as inspiration.	Children will draw detailed facial features and then apply them to a pencil self-portrait. They will then use mixed media to finish their portraits following inspiration from Frida Kahlo.	Children will paint an industrial watercolour scene based on Lowry. Children will create silk paintings in the style of William Morris.
Spring	Children will draw and paint Nightingale collages in the style of Paul Klee. Children will create a Georgia O'Keeffe inspired chalk pastel drawing and a flower sculpture using clay.	Children will paint Landscapes of Cheltenham in the style of Van Gogh's Starry Sky.	Children will use pointillism to paint an image of Gloucester docks in the style of Seurat.	Children will stencil a self-portrait using Banksy and Haring as inspiration.
Summer	Children will paint an African Tinga Tinga painting in the style of Edward Tingatinga.	Children will design and sculpt Roman mosaics. Children will draw Roman columns based on architecture of the time.	Children will design and print a Mayan glyph to produce a polychrome fabric print. Children will make a rainforest collaged piece taking inspiration from Matisse and Rousseau.	Children will sketch an underground shelter piece and build a sculpture both in the style of Henry Moore.

Progressive Knowledge, Skills & Outcome Journey for Art

Knowledge & Skills

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Exploring & developing ideas through sketch books	Use sketch books to record observations and key information about artists. To explore and experiment with a variety of media to be able to review and revisit in future learning.	Use sketchbooks to continue to record and experiment. Improve on previous skills by reviewing previous learning.	Further develop sketchbooks, improving and expanding on previous skills and use to plan future projects.	Use sketchbooks to independently collect, record and plan for projects using a broad range of media. Adapt work according to views and describe how they would develop it further.
Drawing	Develop intricate patterns/marks on a variety of surfaces using a range of pencils, chalks, pens, pastels and charcoal. Begin to show an awareness of objects having a third dimension and perspective.	Develop further techniques to create intricate patterns and texture to begin to develop tone and shade and understand why these are best used for a particular piece of work. Build further on the third dimension and perspective. Introduce view finders to select an area of a subject for drawing.	Selecting the appropriate technique for the specific project with a focus on shading and light. Continue with perspective using a single focal point and horizon and start to develop an awareness of scale and proportion. Drawing from first hand observations including digital images.	Confident in using line, tone, pattern and texture from previous learning. Recognise where different skills are required for different purposes within their work and why. Further develop awareness of composition, scale and proportion.
Key Vocabulary	Pencil Grades Third dimension Perspective Media	Texture Tone Shade Third dimension Perspective View finder	Texture Light Shading Focal point Perspective Horizon Scale Proportion	Texture Line Tone Form Pattern Texture Composition Scale Proportion
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Painting/Colour	Identify primary colours and know how to mix secondary and tertiary colours. Create tints and shades of primary/secondary colours.	Mix colours, shades and tones with increased confidence using prior knowledge. Demonstrate a greater control with a range of brushwork and	Mix and match colours with confidence from prior learning. Create atmosphere and light effects with those colours.	Independently mix colours, shades, tints and tones with confidence.

	Experiment with different brushes to explore a range of effects that can be created. Explore lighter and darker tones and blocking in colour and washes. Create different effects and textures with paint. Replicate key aspects of an artist's work in their own.	further experimentation with different effects. Create textures, blocking of colour, washes and thickened paint to create textural effects. Start to develop a painting from a drawing. Begin to work in the style of a selected artist – not copying.	Confidently control finer brushstrokes within work. Recognise the techniques of key influential artists and draw upon the themes and styles of these artists and explore how to use these in their own work.	Choose appropriate paint, paper and tools to adapt and extend their work. Work from a variety of sources, including previous learning and independently researched. Show an awareness of composition (how paintings are created).
Key Vocabulary	Primary Colours Secondary Colours Tints Shades Block Colour Washes Watercolours	Primary Colours Secondary Colours Shades Tones Texture Blocking Washes Acrylic	Primary Colours Secondary Colours Shades Tones Atmosphere Light Acrylic Canvas	Primary Colours Secondary Colours Shades Tones Tints Composition Acrylic Watercolour Canvas
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Printing	Using simple block shapes to make a collagraph to take relief prints from other objects (leaves, fabric, corrugated card) to show texture. Begin to make connections in their work and patterns and textures in the local environment.	Begin to understand which materials will best represent the line, form and texture on a collagraph to match an observed scene. Begin to gain an understanding of positive and negative spaces/shapes.	Using rollers and inks to create patterns made of two or more motifs to produce printing tiles for multiple images (tessellating patterns). Explore techniques from paper printing to fabric printing.	Demonstrate experience in a range of print making techniques. Understand positive and negative shapes/spaces. Overlay prints with another media.

		Make connections between own work and forms, lines, patterns, textures and colour in the local environment.	Make clear connections between own work and patterns, shapes, lines and colour in the local and wider world environment.	Independently choose which medium to print on including graded paper, wallpaper, fabrics, plastic etc. Independently make precise connections between own work and patterns, shapes, lines and colour in the local and wider world environment.
Key Vocabulary	Print Collagraph Monoprint Texture Patterns	Print Collagraph Positive Shapes Negative Shapes Texture Pattern	Print Collagraph Tessellations Fabric Print Inks Roller	Print Collagraph Positive Shapes Negative Shapes Overlay Mixed media Texture Pattern
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Collage	Collage paper, felt and paint to create a landscape. .	Use paintings/natural world as stimulus.	Combine previously learnt techniques to produce a mixed media collage using two or more mediums. Use paintings/natural world as stimulus.	Create a mixed media collage using a collection of resources – buttons, felt, paper, beads, wool and natural materials. Have an awareness of the natural environment through careful colour matching and understanding of seasonal colours. Use images from paintings, photographs as inspiration.
Key Vocabulary		Manipulation	Collage	Collage

	Mixed media Collage	Collage Mixed media Stimulus	Mixed media Stimulus manipulation	Mixed Media Stimulus Manipulation
3D Form / Sculpture	Make a new form by identifying and assembling found materials. Using clay to create impressions and natural sculptures.	Explore mosaic techniques and create an outdoor mosaic using colour theory and natural surroundings as inspiration.	Use objects around us to form sculptures. Choose suitable colours reflecting studied culture	Build a wire and Modroc human form showing some movement and body shape. Choose colours that match the emotion, mood and theme.
Key Vocabulary	Sculpture Clay Impressions Form	Mosaic Tiling Grouting Pattern		Modroc Form Movement Theme Emotion
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Knowledge Key Artists	Look at and discuss about the work of key influential artists.	Look at and discuss about the work of key influential artists and identify the techniques which may have been used.	Look at and critically discuss about and get inspiration from the work of key influential artists using a variety of approaches.	Demonstrate how the work of key influential artists studied were influential in both society and to other artists.
Key Vocabulary	Kandinsky Paul Klee Georgia O'Keefe Edward Tingatinga	Silberzweig Picasso Van Gogh Gaudi	Freida Kahlo Seurat Matisse & Rousseau	Lowry William Morris Banksy & Haring Henry Moore
Evaluating	Begin to evaluate their own work by saying what they like about it at varying stages of completion and finished piece. What would they change/ do differently next time?	Begin to take a more critical eye of their work. What do they like/dislike about their work by comparing two designs. How could they improve upon it.	Compare their work with peers, discuss and review at different stages. Become more aware of how to improve and develop their work.	Independently review and evaluate their work comparing with peers and previously researched methods. Take a balanced yet analytical view of finished outcomes and have a clear understanding of how to improve their work and why.

Progressive Knowledge, Skills & Outcome Journey for Art

Assessment				
	Year 3	**Year 4**	**Year 5**	**Year 6**

Autumn	Children will be able to mix Primary, Secondary and Tertiary colours, using shades and tones. Children will be able to paint a tri-colour watercolour sunset wash	Children will be able to use colour and texture effectively in a self portrait. Children will be able to produce a cubism style cardboard mask showing influence from Picasso.	Children will be able to draw detailed facial features using varying gradients of pencil and use mixed media for collage effects.	Children will be able to depict the Industrial mood using watercolours. Children will be able to transfer a design onto silk and use Gutta Purka and silk paint.
Spring	Children will be able to use varying pencil skills Children will be able to use chalk pastels creating an appropriate perspective. Children will be able to manipulate clay to sculpt.	Children will be able to use brushstrokes in the style of Van Gogh to create a landscape painting.	Children will be able to use pointillism	Children will be able to create a stencilled self-portrait through overexposed photography.
Summer	Children will be able to show contrast in painting black and white African animals in the Tingatinga style.	Children will be able to manipulate varying materials to make a mosaic. Children will be able to use charcoal and chalk techniques to show light and shade.	Children will be able to print a polychrome glyph design on fabric using positive and negative space. Children will be able to use blending and texture techniques using oil pastels.	Children will be able to show an understanding of form and depict atmosphere and mood in an underground shelter drawing through pencil techniques and charcoal. Children will be able to create Modroc sculptures in the style of Henry Moore.

Progressive Knowledge, Skills & Outcome Journey for Design Technology

Outcomes				
	Year 3	**Year 4**	**Year 5**	**Year 6**

Autumn	Children will design and make a pneumatic stone age animal Children will design and make a cave man outfit using applique	Children will design and make a book sleeve for an Ancient Greek Myth Children will design and make a Christmas themed toy	Children will design and make a bird box structure Children will design and make an electric greeting card	Children will design and make a moving toy from the Industrial Revolution Children will design and make a Christmas themed structure to sell.
Spring	Children will design and make a seasonal tart using fruits or veg (2024 Children will design and make an electrical charm	Children will design and make their own spa entrance based on Pitville pump room Children will design and make a mindful moment	Children will design and make a small toy for a child from Gloucester Prison (2024 Children will design and make a microbit case)	Children will design and make a steady hand game (2024 Children will design and make a device for trekking around the local area)
Summer	Children will design and make an electric display based on the Egyptians Children will design and make a pyramid using nets	Children will design and make a sling shot chariot Children will design and make an adapted Roman bread recipe	Children will design and make a pop up fact book to teach the Year 2s about the Maya Children will design and make a healthier sauce for a chili.	Children will design and make a 3 course meal based on ingredients that were rationed. Children will design and make a waistcoat for an evacuee.

Progressive Knowledge, Skills & Outcome Journey for Design Technology

Skills Progression

	Year 3	Year 4	Year 5	Year 6
	Structures			
Skills **Design** **Make** **Evaluate**	• Designing a pyramid with key features to appeal to a specific person/purpose • Drawing and labelling a pyramid design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours • Designing and/or decorating a pyramid on CAD software • Constructing a range of 3D geometric shapes using nets • Creating special features for individual designs • Making facades from a range of recycled materials • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design • Suggesting points for modification of the individual designs	• Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect • Building frame structures designed to support weight • Creating a range of different shaped frame structures • Making a variety of free standing frame structures of different shapes and sizes • Selecting appropriate materials to build a strong structure and for the cladding • Reinforcing corners to strengthen a structure • Creating a design in accordance with a plan • Learning to create different textural effects with materials • Evaluating structures made by the class • Describing what characteristics of a design and construction made it the most effective • Considering effective and ineffective designs	• Designing a stable structure that is able to support weight • Creating frame structure with focus on triangulation • Making a range of different shaped bird boxes • Using triangles to that span a given distance and supports a load • Building a wooden bird box structure • Independently measuring and marking wood accurately • Selecting appropriate tools and equipment for particular tasks • Using the correct techniques to saws safely • Identifying where a structure needs reinforcement and using card corners for support • Explaining why selecting appropriating materials is an important part of the design process • Understanding basic wood functional properties • Adapting and improving own bird box structure by	• Designing a Christmas product featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs • Building a range of products structures drawing upon new and prior knowledge of structures • Measuring, marking and cutting wood to create a range of structures • Using a range of materials to reinforce and add decoration to structures • Improving a design plan based on peer evaluation • Testing and adapting a design to improve it as it is developed • Identifying what makes a successful structure

			identifying points of weakness and reinforcing them as necessary • Suggesting points for improvements for own bird boxes and those designed by others	
Knowledge **Technical** **Additional**	• To understand that wide and flat based objects are more stable • To understand the importance of strength and stiffness in structures • To know features of a pyramids and their purpose • To know that a façade is the front of a structure • To understand that a pyramid needed to be strong and stable • To know that a paper net is a flat 2D shape that can become a 3D shape once assembled • To know that a design specification is a list of success criteria for a product	• To understand what a frame structure is • To know that a 'free-standing' structure is one which can stand on its own • To know that a pavilions ia a decorative building or structure for leisure activities • To know that cladding can be applied to structures for different effects. • To know that aesthetics are how a product looks • To know that a product's function means its purpose • To understand that the target audience means the person or group of people a product is designed for • To know that architects consider light, shadow and patterns when designing	• To understand some different ways to reinforce structures • To understand how triangles can be used to reinforce bridges • To know that properties are words that describe the form and function of materials • To understand why material selection is important based on their properties • To understand the material (functional and aesthetic) properties of wood • To understand the difference between arch, beam, truss and suspension bridges • To understand how to carry and use a saw safely	• To know that structures can be strengthened by manipulating materials and shapes • To understand what a 'footprint plan' is • To understand that in the real world, design , can impact users in positive and negative ways • To know that a prototype is a cheap model to test a design idea
	Mechanical systems			

Skills **Design** **Make** **Evaluate**	• Designing a stone age animal which uses a pneumatic system • Developing design criteria from a design brief • Generating ideas using thumbnail sketches and exploded diagrams • Learning that different types of drawings are used in design to explain ideas clearly • Creating a pneumatic system to create a desired motion • Building secure housing for a pneumatic system • Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy • Selecting materials due to their functional and aesthetic characteristics • Manipulating materials to create different effects by cutting, creasing, folding, weaving • Using the views of others to improve designs • Testing and modifying the outcome, suggesting improvements • Understanding the purpose of exploded-diagrams	• Designing a shape that reduces air resistance • Drawing a net to create a structure from • Choosing shapes that increase or decrease speed as a result of air resistance • Personalising a design • Measuring, marking, cutting and assembling with increasing accuracy • Making a model based on a chosen design • Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance	• Designing a pop-up book which uses a mixture of structures and mechanisms • Naming each mechanism, input and output accurately • Storyboarding ideas for a book • Following a design brief to make a pop up book, neatly and with focus on accuracy • Making mechanisms and/or structures using sliders, pivots and folds to produce movement • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result • Evaluating the work of others and receiving feedback on own work • Suggesting points for improvement	•Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement • Understanding how linkages change the direction of a force • Making things move at the same time • Understanding and drawing cross-sectional diagrams to show the inner-working • Measuring, marking and checking the accuracy of the jelutong and dowel pieces required • Measuring, marking and cutting components accurately using a ruler and scissors • Assembling components accurately to make a stable frame • Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles • Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set • Evaluating the work of others and receiving feedback on own work

	through the eyes of a designer and their client			• Applying points of improvements • Describing changes they would make/do if they were to do the project again
Knowledge **Technical** **Additional**	• To understand how pneumatic systems work • To understand that pneumatic systems can be used as part of a mechanism • To know that pneumatic systems operate by drawing in, releasing and compressing air • To understand how sketches, drawings and diagrams can be used to communicate design ideas • To know that exploded-diagrams are used to show how different parts of a product fit together • To know that thumbnail sketches are small drawings to get ideas down on paper quickly	• To understand that all moving things have kinetic energy • To understand that kinetic energy is the energy that something (object/person) has by being in motion • To know that air resistance is the level of drag on an object as it is forced through the air • To understand that the shape of a moving object will affect how it moves due to air resistance. • To understand that products change and evolve over time • To know that aesthetics means how an object or product looks in design and technology • To know that a template is a stencil you can use to help you draw the same shape accurately • To know that a birds-eye view means a view from a high angle (as if a bird in flight) • To know that graphics are images which are designed to explain or advertise something	• To know that mechanisms control movement • To understand that mechanisms that can be used to change one kind of motion into another • To understand how to use sliders, pivots and folds to create paper-based mechanisms • To know that a design brief is a description of what I am going to design and make • To know that designers often want to hide mechanisms to make a product more aesthetically pleasing	• To understand that the mechanism in an automata uses a system of cams, axles and followers • To understand that different shaped cams produce different outputs • To know that an automata is a hand powered mechanical toy • To know that a cross-sectional diagram shows the inner workings of a product • To understand how to use a bench hook and saw safely • To know that a set square can be used to help mark 90° angles

		• To know that it is important to assess and evaluate design ideas and models against a list of design criteria.		
	Electrical systems			
Skills **Design** **Make** **Evaluate**	• Carry out research based on Egypt to develop a range of initial ideas • Generate a final design for the electric poster with consideration to the client's needs and design criteria • Design an electric poster that fits the requirements of a given brief • Plan the positioning of the bulb (circuit component) and its purpose • Create a final design for the electric poster • Mount the poster onto corrugated card to improve its strength and withstand the weight of the circuit on the rear • Measure and mark materials out using a template or ruler • Fit an electrical component (bulb) • Learn ways to give the final product a higher quality finish (e.g. framing to conceal a roughly cut edge)	• Designing a game, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas • Making a game with a working electrical circuit and switch • Using appropriate equipment to cut and attach materials • Assembling a game according to the design and success criteria • Evaluating electrical products • Testing and evaluating the success of a final product and taking inspiration from the world	• Designing an electronic greetings card with a copper track circuit and components • Creating a labelled circuit diagram showing positive and negative parts in relation to the LED and the battery • Writing design criteria for an electronic greeting card • Compiling a moodboard relevant to my chosen theme, purpose and recipient • Making a functional series circuit • Creating an electronics greeting card, referring to a design criteria • Mapping out where different components of the circuit will go • Evaluating a peer's product against design criteria and suggesting modifications that could be made to improve the reliability or aesthetics of it or to incorporate another type of circuit component	• Designing a steady hand game - identifying and naming the components required • Drawing a design from three different perspectives • Generating ideas through sketching and discussion • Modelling ideas through prototypes • Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function' • Constructing a stable base for a game • Accurately cutting, folding and assembling a net • Decorating the base of the game to a high quality finish • Making and testing a circuit Incorporating a circuit into a base • Testing own and others finished games, identifying what went well and making suggestions for improvement

	• Learning to give and accept constructive criticism on own work and the work of others • Testing the success of initial ideas against the design criteria and justifying opinions • Revisiting the requirements of the client to review developing design ideas and check that they fulfil their needs		• Stating what Sir Rowland Hill invented and why it was important for greeting cards • Analysing and evaluating a range of existing greeting cards	• Gathering images and information about existing children's toys • Analysing a selection of existing children's toys
Knowledge **Technical** **Additional**	• To understand that an electrical system is a group of parts (components) that work together to transport electricity around a circuit • To understand common features of an electric product (switch, battery or plug, dials, buttons etc.) • To list examples of common electric products (kettle, remote control etc.) • To understand that an electric product uses an electrical system to work (function) • To know the name and appearance of a bulb, battery, battery holder and crocodile wire to build simple circuits • To understand the importance and purpose of information design • To understand how material choices (such as mounting paper to corrugated	• To understand that electrical conductors are materials which electricity can pass through • To understand that electrical insulators are materials which electricity cannot pass through • To know that a battery contains stored electricity that can be used to power products • To know that an electrical circuit must be complete for electricity to flow • To know that a switch can be used to complete and break an electrical circuit • To know the features of a game • To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison	• To know the key components used to create a functioning circuit • To know that copper is a conductor and can be used as part of a circuit • To understand that breaks in a circuit will stop it from working • To understand that a series circuit only has one path for the electrical current to flow from positive to negative • To know that we use symbols to represent components in a circuit diagram • To know the names of the components in a basic series circuit: crocodile wires, LED (light-emitting diode), battery holder, battery, cell • To know that product analysis is critiquing the strengths and weaknesses of a product	• To know that batteries contain acid, which can be dangerous if they leak • To know the names of the components in a basic series circuit including a buzzer • To know that 'form' means the shape and appearance of an object • To know the difference between 'form' and 'function' • To understand that 'fit for purpose' means that a product works how it should and is easy to use • To know that form over purpose means that a product looks good but does not work very well • To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind

	card) can improve a product to serve its purpose (remain rigid without bending when the electrical circuit is attached).		• To know that 'mass production' is when a product is made in large quantities by a machine, usually in a factory • To know that one-off production is when only one of a product is made by hand • To know that 'bespoke' means a product was made for a particular reason or person • To understand the development of personal message exchange through to the invention of the Penny Black stamp, and exchanging of greeting cards • To know that a moodboard may include words, sketches, textures, colours, material samples etc. and can act as inspiration when designing	• To understand the diagram perspectives 'top view', 'side view' and 'back'
	Cooking & nutrition			
Skills **Design** **Make** **Evaluate**	• Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish • Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination • Following the instructions within a recipe	• Designing a bread within a given budget, drawing upon previous taste testing • Following a baking recipe • Cooking safely, following basic hygiene rules • Adapting a recipe • Evaluating a recipe, considering: taste, smell, texture and appearance	• Adapting a traditional chili recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients • Writing an amended method for a chili recipe to incorporate the relevant changes to ingredients • Designing appealing packaging to reflect a chili recipe	• Writing a recipe, explaining the key steps, method and ingredients • Including facts and drawings from research undertaken • Following a recipe, including using the correct quantities of each ingredient • Adapting a recipe based on research

	• Establishing and using design criteria to help test and review dishes • Describing the benefits of seasonal fruits and vegetables and the impact on the environment • Suggesting points for improvement when making a seasonal tart	• Describing the impact of the budget on the selection of ingredients • Evaluating and comparing a range of products • Suggesting modifications	• Cutting and preparing vegetables safely • Using equipment safely, including knives, hot pans and hobs • Knowing how to avoid cross-contamination • Following a step by step method carefully to make a recipe • Identifying the nutritional differences between different products and recipes • Identifying and describing healthy benefits of food groups	• Working to a given timescale • Working safely and hygienically with independence • Evaluating a recipe, considering: taste, smell, texture and origin of the food group • Taste testing and scoring final products • Suggesting and writing up points of improvements in productions • Evaluating health and safety in production to minimise cross contamination
Knowledge	• To know that not all fruits and vegetables can be grown in the UK • To know that climate affects food growth • To know that vegetables and fruit grow in certain seasons • To know that cooking instructions are known as a 'recipe' • To know that imported food is food which has been brought into the country • To know that exported food is food which has been sent to another country. • To understand that imported foods travel from far away and this can negatively impact the environment	• To know that the amount of an ingredient in a recipe is known as the 'quantity' • To know that it is important to use oven gloves when removing hot food from an oven • To know the following cooking techniques: sieving, creaming, rubbing method, cooling • To understand the importance of budgeting while planning ingredients for bread	• To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues • To know that I can adapt a recipe to make it healthier by substituting ingredients • To know that I can use a nutritional calculator to see how healthy a food option is • To understand that 'cross-contamination' means that bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects	• To know that 'flavour' is how a food or drink tastes • To know that many countries have 'national dishes' which are recipes associated with that country • To know that 'processed food' means food that has been put through multiple changes in a factory • To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork)

	• To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre • To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health • To know safety rules for using, storing and cleaning a knife safely • To know that similar coloured fruits and vegetables often have similar nutritional benefits			
	Textiles			
Skills **Design** **Make** **Evaluate**	• Designing and making a template from an existing outfit and applying individual design criteria • Following design criteria to create an outfit • Selecting and cutting fabrics with ease using fabric scissors • Threading needles with greater independence • Tying knots with greater independence • Sewing cross stitch to join fabric • Decorating fabric using appliqué	• Writing design criteria for a product, articulating decisions made • Designing a personalised book sleeve • Making and testing a paper template with accuracy and in keeping with the design criteria • Measuring, marking and cutting fabric using a paper template • Selecting a stitch style to join fabric, working neatly sewing small neat stitches • Incorporating fastening to a design	• Designing a stuffed toy considering the main component shapes required and creating an appropriate template • Considering the proportions of individual components • Creating a 3D stuffed toy from a 2D design • Measuring, marking and cutting fabric accurately and independently • Creating strong and secure blanket stitches when joining fabric • Threading needles independently	• Designing a waistcoat in accordance to specification linked to set of design criteria to fit a specific theme • Annotating designs • Using a template when pinning panels onto fabric • Marking and cutting fabric accurately, in accordance with a design • Sewing a strong running stitch, making small, neat stitches and following the edge • Tying strong knots • Decorating a waistcoat - attaching objects using thread and adding a secure fastening

	• Completing design ideas with stuffing and sewing the edges • Evaluating an end product and thinking of other ways in which to create similar items	• Testing and evaluating an end product against the original design criteria • Deciding how many of the criteria should be met for the product to be considered successful • Suggesting modifications for improvement • Articulating the advantages and disadvantages of different fastening types	• Using applique to attach pieces of fabric decoration • Sewing blanket stitch to join fabric • Applying blanket stitch so the space between the stitches are even and regular • Testing and evaluating an end product and giving point for further improvements	• Learning different decorative stitches • Sewing accurately with even regularity of stitches • Evaluating work continually as it is created
Knowledge	• To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric • To know that when two edges of fabric have been joined together it is called a seam • To know that it is important to leave space on the fabric for the seam • To understand that some products are turned inside out after sewing so the stitching is hidden	• To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro • To know that different fastening types are useful for different purposes • To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions	• To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric • To understand that it is easier to finish simpler designs to a high standard • To know that soft toys are often made by creating appendages separately and then attaching them to the main body • To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely	• To understand that it is important to design clothing with the client/ target customer in mind • To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric • To understand the importance of consistently sized stitches
	Digital World			
Skills **Design** **Make** **Evaluate**	• Problem solving by suggesting potential features on a Micro: bit and justifying my ideas • Developing design ideas for a technology pouch	• Writing design criteria for a programmed timer (Micro:bit) • Exploring different mindfulness strategies	• Researching (books, internet) for a particular (user's) animal's needs • Developing design criteria based on research	• Writing a design brief from information submitted by a client • Developing design criteria to fulfil the client's request

	• Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge • Using a template when cutting and assembling the pouch • Following a list of design requirements • Selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch • Applying functional features such as using foam to create soft buttons • Analysing and evaluating an existing product • Identifying the key features of a pouch	• Applying the results of my research to further inform my design criteria • Developing a prototype case for my mindful moment timer • Using and manipulating shapes and clipart, using computer-aided design (CAD), to produce a logo • Following a list of design requirements • Developing a prototype case for my mindful moment timer • Creating a 3D structure using a net • Programming a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press • Investigating and analysing a range of timers by identifying and comparing their advantages and disadvantages • Evaluating my micro:bit program against points on my design criteria and amending them to include any changes I made • Documenting and evaluating my project • Understanding what a logo is and why they are	• Generating multiple housing ideas using building bricks • Understanding what a virtual model is and the pros and cons of traditional and CAD modelling • Placing and manoeuvring 3D objects, using CAD • Changing the properties of, or combine one or more 3D objects, using CAD • Understanding the functional and aesthetic properties of plastics • Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range • Stating an event or fact from the last 100 years of plastic history • Explaining how plastic is affecting planet Earth and suggesting ways to make more sustainable choices • Explaining key functions in my program (audible alert, visuals) • Explaining how my product would be useful for an animal carer including programmed features	• Considering and suggesting additional functions for my navigation tool • Developing a product idea through annotated sketches • Placing and manoeuvring 3D objects, using CAD • Changing the properties of, or combine one or more 3D objects, using CAD • Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo) • Explaining material choices and why they were chosen as part of a product concept • Programming an N,E, S,W cardinal compass • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Developing an awareness of sustainable design • Identifying key industries that utilise 3D CAD modelling and explain why • Describing how the product concept fits the client's request and how it will benefit the customers

		important in the world of design and business • Testing my program for bugs (errors in the code) • Finding and fixing the bugs (debug) in my code		• Explaining the key functions in my program, including any additions • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch • Demonstrating a functional program as part of a product concept
Knowledge **Technical** **Additional**	• To understand that in programming a 'loop' is code that repeats something again and again until stopped • To know that a Micro:bit is a pocket-sized, codeable computer • Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm • To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result • To know that in Design and technology the term 'smart' means a programmed product • To know the difference between analogue and digital technologies	• To understand what variables are in programming • To know some of the features of a Micro:bit • To know that an algorithm is a set of instructions to be followed by the computer • To know that it is important to check my code for errors (bugs) • To know that a simulator can be used as a way of checking your code works before installing it onto an electronic device •Understand the terms 'ergonomic' and 'aesthetic' •Know that a prototype is a 3D model made out of cheap materials, that allows us	• To know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record • To know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose • To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met • To understand key developments in thermometer history • To know events or facts that took place over the last 100 years in the history of plastic, and how this is changing our outlook on the future	• To know that accelerometers can detect movement • To understand that sensors can be useful in products as they mean the product can function without human input • To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request • To know that 'multifunctional' means an object or product has more than one function • To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing

	• To understand what is meant by 'point of sale display' • To know that CAD stands for Computer-aided design	• To test design ideas and make better decisions about size, shape and materials	• To know the 6Rs of sustainability • To understand what a virtual model is and the pros and cons of traditional vs CAD modelling	

Progressive Knowledge, Skills & Outcome Journey for Design Technology

Assessment Structure: red Mechanical Systems: blue Electrical systems: Green Nutrition: purple Textiles: Black Digital world: yellow				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	Children will know that pneumatic systems can be used as part of a mechanism Children will be able to decorate fabric using applique.	Children will be able to make a game with a working electrical switch Children will be able to measure, mark and cut fabric using a paper template.	Children will be able to independently measure and mark wood accurately. Children will be able to make a card using a copper track circuit & components.	Children will be able to test and adapt a design to improve it as it is developed. Children will know that the mechanism in an automata uses a system of cams, axels & followers.
Spring	Children will know that imported foods travel from far away and this impacts the environment. **Children will know that a Micro:bit is a pocket sized, codeable computer (2024)**	Children will be able to make a variety of free standing frame structures of different shapes and sizes. **Children will know what variables are in programming & some features of a Micro:bit (2024)**	Children will be able to create strong and secure blanket stiches when joining fabric. **Children will know that a sensor is a tool or device that is designed to monitor, detect & respond to changes for a purpose. (2024)**	Children will be able to make and test a circuit and incorporate it into a base. **Children will know that magnetometers are devices that measure the Earth's magnetic field (2024)**
Summer	Children will be able to construct a range of 3D geometric shapes using nets. Children will be able to make a display to improve its strength to withstand the weight of a circuit.	Children will know that air resistance is the level of drag on an object as it is forced through the air. Children will be able to use: sieving, creaming, rubbing & cooling as cooking methods.	Children will know how to use sliders, pivots and folds to create paper-based mechanisms. Children will be able to adapt a recipe to make it healthier by substituting ingredients.	Children will know that many countries have "national dishes" which are recipes associated with that country. Children will be able to sew using a strong running stitch, making a small neat stitches following on the edge.

Progressive Knowledge, Skills & Outcome Journey for French

Outcomes				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	Children will perform a conversation to introduce themselves and respond to a greeting based on a question.	Children will learn how to describe key family members and present this in a form of their choosing.	Children will learn different clothes for varying seasons and then present this orally to each other.	Children will learn town vocabulary and how to get around. They will perform this as a verbal set of instructions.
Spring	Children will learn various foods and then design a meal based on a week's menu.	Children will learn the names and ways to describe animals and create an information booklet to present it.	Children will learn all about hobbies and then create a leaflet about being at a holiday camp.	Children will draw together a range of taught vocabulary to be able to create a restaurant roleplay.
Summer	Children will learn how to describe a variety of objects and places that are familiar to them and present this to the class.	Children will learn the names of key foods and will then perform this as a song or wrap.	Children will learn weather names and then create a playscript intended for a weather presenter.	Children will draw together a range of vocabulary to create a FaceBook profile all about themselves.

Progressive Knowledge, Skills & Outcome Journey for French

Skills Progression				
	Year 3	Year 4	Year 5	Year 6
Listening	Listen and understand familiar words and phrases.	Listen and understanding familiar words, phrases and sentences.	Listen and understand longer sentences	Listen and understand longer, more complex sentences.
Examples	Listen and learn the 'Comment ça va' song. Listen to key questions and know how to respond. Listen and learn key words from Very Hungry Caterpillar and Elmer Play games based on listening to key vocabulary e.g. circle games / splat game / Hunt the word.	Listen and respond to the Va t'en Grande Monstre Verte!' and 'Le Navet Géant.' Listen and learn the song 'Ma famille', 'As-tu un animal à la maison?' 'Le petit lapin.' use this to introduce new phrases / words.	Listen and respond to the 'Je m'habille et je te croquet… ' story. (clothes) Listen to interactive story from Rigolo 1 L8 (hobbies) Listen to bbc French radio for KS2 to listen a clothes recall game. Weather: La pluie et le beau temps – listen to the bbc radio quiz and decide which weather it is. Listen to weather report from JR Y5 L 18	Listen and respond to bbc French radio – l'école. Chn have to listen to the words listed and say the odd one out. Listen and respond the the story Le petit Thomas (JR Y5 L5)
Speaking	Respond to familiar questions. Respond with simple words or phrases.	Ask and respond to familiar questions. Respond with simple phrases or simple sentences.	Ask and respond to questions. Engage in short conversations. Express simple opinions. Present their ideas to an audience.	Ask and respond to questions. Engage in longer conversations. Express opinions and respond to those of others. Present their ideas in different ways to an audience
	Flashcard games where the chn can respond with words / phrases. Practise the key questions of each unit e.g. Comment t'appelle tu? Ça Va? Quel âge as-tu? Tu mange quoi? Quelle est ta couleur préférrée?	Flashcard games where the chn can respond with words / phrases / sentences. Class and paired work asking main questions of the unit e.g. conducting a survey of pets / talking about family. Learning numbers 12 -30	Learning numbers 0 – 50 Respond to the key questions from each topic e.g. Qu'est ce que tu fais dans tes passe-temps? Qu'est qu'il y a dans ta garde-robe? Qu'est ce que tu porte?	Learning numbers 50 - 100 and use these in context – money when buying something. Use 'vous' in short conversations when ordering food. Discuss difference between *tu* and *vous* in French.

	Learning numbers 0-10.		Use opinion words in responses such as j'aime, je n'aime pas, j'adore, je déteste , je préfère C'est nul, super, géniale. Present their conversations e.g a pretend phone call / fashion show to describe clothes? A playscript / a letter? Making simple statements and present information e.g. about weather / seasons	Ask questions (about places in a town, school day) Answer a question about where they live J'habite…. Follow and give simple instructions and directions e.g. directions to a place, the route to school. Take part in conversations expressing likes, dislikes and preferences e.g. about food, places, school activities/routines.
Reading	Recognise simple sounds in familiar words. Read familiar words and phrases.	Recognise spelling patterns in words. Read a wider range of words, phrases and simple sentences.	Apply phonic knowledge to support reading. Read a range of short texts in different formats.	Read and understand the main points from a short-written passage from a range of texts.
	Sound search in songs / books. Order short sentences from a book. Read a short conversation (as a model.) Highlight une / un le / la in words.	Sound search in songs / books, give some examples of similar sounds from Y3. Read a longer paragraph about pets, family. Spot known nouns, adjectives and verbs. Matching adjectives to animals e.g. *un tigre féroce* or *une souris timide* or *un grand chien.* Begin **discussion** about feminine and masculine words / position of adjectives and agreement of adjectives.	Spotting rhyming words in the texts and songs. Recall sounds from Y3 and Y5 Reading longer paragraphs about key topics and including those from Y3/Y4. Spot known nouns, pronouns (je, elle, il, tu) verbs, adjectives, opinions and conjunctions. Dictionary check / races to find out new words e.g opinion words or related topic word. Spot known sounds and discuss new ones. **Discuss** agreement of colours / size when using adjectives e.g. **un** pantalon noir **une** grand**e** jupe vert**e** **les** petit**s** gants bleu**s** **les** robes gris**es**	Reading longer paragraphs about key topics and including those from Y3/Y4 / Y5. Spot known nouns, verbs, adjectives, opinions and conjunctions. Dictionary races/ checks. Summaries of main points. Give a description e.g. of a town. Continue discussion of agreement of adjectives Read and follow a simple recipe to make a dessert. JR y5 L15
Writing`	Write some familiar simple words using a model and from memory. Identify familiar verbs, nouns and pronouns in a sentence.	Write some familiar words, phrases and simple sentences (from a model where necessary.) Use verbs in the 1st person. Develop an awareness of masculine and feminine words	Write simple sentences and short texts using a model and a dictionary to check the spelling of words. Use topic related verbs in the first and third person.	Write sentences and construct short texts using a model and from memory. Use a dictionary to check spelling and find new vocabulary. Use topic related verbs in the first and third person.

	Know that colour adjectives go after the noun.	Know that the position of adjectives can change.	Use simple conjunctions *and, but,* to extend sentences. ***Moving into 2021:*** Understand and express future intentions.	Use adjectives to add detail. Use simple conjunctions *and, but, also, because* to extend sentences. ***Moving into 2021:*** Show an awareness of the past tense in topic related words.
	Spelling quizzes in pairs / groups using key vocabulary. Labelling 'Plonka or Splat' boards. Spelling jigsaws (cut up words and the chn have to match them back together.) Create sentences using sentence builders. Identify nouns / verbs/ colour adjectives. Write sentences using J'aime / Je n'aime pas about food / colours / things in our school. Je mange / Je croque… poster or leaflet about food including numbers (using Very Hungry Caterpillar as a guide.) Use some simple opinions with c'est…. C'est super!	Labelling 'Plonka or Splat' boards. Spelling jigsaws (cut up words and the chn have to match them back together.) Create sentences using sentence builders. Identify nouns / verbs/ colour and simple size adjectives. Also include un / une and ma / mon / mes to help the children build sentences. Write sentences in the first person about their family using J'ai / e.g. J'ai deux soeurs. Include numbers / big or little. Use position of adjective correctly. Make a description of their pet – real or imaginary. Use j'ai / J'aime / je n'aime pas / j'adore. Include colour, size and personality e.g. fast / fierce / quiet etc to describe their pet. e.g. J'adore mon chien. Mon chien est doux et timide. Mon chien a les cheveux bruns et les yeux verts.	Write sentences about what they wear and what others wear e.g. *Je porte / Il porte / elle porte.* Include adjectives of colour, size and patterns / materials to describe clothes e.g. *un t-shirt à pois* *un pantalon rouge* *un pull jaune en laine,* *un grand t-shirt rayé* Use simple opinions when describing hobbies e.g. *c'est chouette, c'est nul.* Use j'aime, je n'aime pas, j'adore, je déteste to give opinions about hobbies. Use dictionaries to search for other topic words. Use sentence builders for all topics and include conjunctions (*et, mais)* to help extend. e.g. *J'adore jouer au foot, c'est très chouette mais je n'aime pas nager. C'est nul!*	Make a plan of their own high street – make sentences to describe. Write directions for town / getting to school. Use il y a - there is /are On trouve (one finds….) Je voudrais Continue dictionary work for new topic vocabulary – Find adjectives for describing town. Use sentence builders to help create sentences – to include simple conjunctions (*et, mais, aussi*) to length sentence. Ext: provide a simple explanation using because (*parce que)*
Cultural awareness	To have an awareness of the similarities and differences in everyday life in the UK and France.	To have an awareness of the similarities and differences in everyday life in the UK and France.	To have a growing awareness of the similarities and differences in everyday life in the UK and France.	To have a growing awareness of the similarities and differences in everyday life in the UK and France.

	Discuss the difference in greeting people in France and UK Early Start 1 L1 talking points. Discuss the difference in first names between French and English chn. JR Y3 Months of the year – discuss important events / celebrations / activities celebrated in France. Early Start L8	Discuss the number of pets kept by families in France Early Start 1 L13 Discuss size of French families compared to Uk. Early Start 1 L14 Dicsuss common foods in both France and Uk – discuss common stereotypes. The importance of markets in France.	JR Y5 L19 discussed some of the differences between UK and France and the dangers of stereotyping. Use photopack to discuss. Discussing how weather in France can vary o much due to its size – see Early start 2 L7 for Talking points. Hobbies - discussing the typical hobbies in France compared to the Uk – Early Start 2 L14	Make comparisons between the British highstreet and a French high-street (*la Rue Principale.) JR y5 Lesson1* Early Start 2 L2 Investigate the difference between French and English school routines – name of years / when start school / days at school etc. Early Start 2 L5 and L14 Talking point. JR Y5 L20 – discuss the differences between the similarities / differences in supermarkets in UK and France. Discuss a typical breakfast in France / French cheeses Early start 2 L10 A typical French family meal Early start 2 L11

Progressive Knowledge, Skills & Outcome Journey for French

Assessment				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	Children will be able to ask greeting questions and respond appropriately. To use months and numbers in their responses.	Children will be able to use number and size adjectives to describe their family. To describe wha.t a person they looks like To begin to use the 3rd person.	Children will be able to use 3rd person pronouns. Children will be able to use clothes related adjectives (colour / pattern) to describe seasonal clothes.	Children will be able to describe the town, it's features and to give directions. Children will be able to use a dictionary to enhance own sentences. Children will be able to give a more detailed opinion about likes and dislikes.
Spring	Children will be able to write a simple sentence using colour, numbers, and days of the week. To use the first person.	Children will be able to use simple opinion phrases, colour or size adjectives and opinion phrases to describe animals.	Children will be able to use simple conjunctions (et, mais) to create compound sentences. Children will be able to extend their sentences using opinions.	Children will be able to use appropriate intonation and actions when responding in a group playscript. Children will be able to describe their food using a wider range of adjectives.
Summer	Children will be able to simply describe an object in school.	Children will be able to use a dictionary to extend their food vocabulary. Children will be able to explore simiiar sounds (alliteration) and use familiar spelling patterns 'on' 'an' 'oi' 'ch' in their song / poem (?)	To use modifiers, weather phrases and position words to describe the weather. Children will be able to create a fluid performance.	Children will be able to recall a wide-range of previous topics to create a profile report.

		I've got to try this one out this year – not sure if it will work!		

Progressive Knowledge, Skills & Outcome Journey for Computing

Outcomes				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	Children will type a paragraph explaining how Networks connect to each other using touch typing. (inetwork IT & CS) Children will use a range of editing tools in Word to create a short piece of informative text about the Stone Age; understanding that copyright is an author's right of ownership and it's illegal to steal other people's material. (iconnect IT & DL)	Children will create their own data base from set of top trump cards (Earthquakes or Volcanoes) and ask key questions to search the data base. (idata IT & CS) Children will use logical reasoning and abstraction to design algorithms for a solution so that the fewest ice-cream vans are used according to rules. (ialgorithm CS & DL)	Children will design a bird box in Sketchup to make in DT. (imodel Y6 IT & CS) To create their own virtual word that a Kodu can navigate around. (iprogram 2 CS)	Children will develop an Angry Bird style computer game in Scratch. (iprogram 1 CS & DL) Children will create a spreadsheet to show profit/loss. (IT)
Spring	Children will use hyperlinks and animation in PowerPoint to produce an informative presentation about healthy eating; knowing the basic steps that can help distinguish safe and credible websites. (iconnect IT & DL) Children will choose the best holiday destination for different holidaymakers using Microsoft Excel. (idata IT)	Children will develop a collaborative storytelling project in Scratch. (iprogram 1 CS) Children write a programme, using a Micro:bit, to make a mindful moment. (CS)	Children will design and create their own maths game in Scratch. (iprogram 1 CS & DL) Children will use formulae in Excel to show science results. (idata Y6 IT)	Children will develop an app (iapp 2 CS) Children will recognise and use basic HTML syntax. (inetwork CS & DL)
Summer	Children will combine sound, motion and images to create an animation about Ancient Egypt in Scratch. (iprogram CS) Children will design and produce a computer simulation or adventure game (isimulate IT & CS)	Children will create an animation, using Doink Animation App, of a food chain using scientific language. (ianimate IT & CS) Children will share ways to protect yourself online. (iMail and iSafety IT & DL)	Children will use an Enigma Simulation to write coded messages and decode messages to each other. (icrypto CS & IT) Children will edit a website with their own content. (iweb DL & CS)	Children will develop an animation about the circulatory system, that represents their storyboard. (iprogram 2 CS & DL)

Progressive Knowledge, Skills & Outcome Journey for Computing

	Year 3	Year 4	Year 5	Year 6
Coding & Programming	• know how to design a basic computer program • know how to create a basic computer program using a design • know how to test and correct simple programs • know how to combine sequences of commands into procedures (blocks of code) that are repeated • know how to evaluate my own work and comment on improvements	• know how to write an algorithm to produce a given effect using repetition • know how to accurately predict the outcome of a range of algorithms and programs • know how to test, debug and refine algorithms and programs • know how to use sequence and basic selection and repetition in computer programs • know how to explain how a programmed effect has been achieved • know how to talk about improvements that could be made to programs	• know how to create programs by decomposing them into smaller parts • know how to use a variety of selection commands in programs • know how to use conditions in repetition commands • know how to work with variables	• know how to use a range of sequence, selection and repetition commands to implement my design • know how to identify the need for, and work with variables • know how to create procedures to hide complexity in programs • know how to critically evaluate my work and suggest improvements
Computational Thinking	• know how to create algorithms for my programming projects • know how to decompose projects (such as an animation) into steps to create an algorithm • know how to identify patterns in an algorithm	• know how to write more precise algorithms for use when programming • know how to use simple selection and repetition in algorithms • know how to use logical reasoning to detect and correct errors in programs	• know how to solve problems by decomposing them into smaller parts • know how to use selection in algorithms • know how to use logical reasoning to explain how a variety of algorithms work • know how to evaluate the effectiveness of algorithms	• know how to decompose a design or code to focus on specific parts • know how to recognise and make use of patterns in my design and code • know how to critically evaluate my work and suggest improvements

Data Handling	• know how to create my own sorting diagram and complete a data handling activity with it using images and text. • know how to start to input simple data into a spreadsheet.	• know how to create my own online multiple choice questionnaire. • know how to input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts. • understand how data is collected.	• know how to create and publish my own online questionnaire and analyse the results. • know how to use simple formulae to solve calculations including =sum and other statistical functions. • know how to edit and format different cells in a spreadsheet.	• know how to write spreadsheet formula to solve more challenging maths problems.
Information Technology	• know how to use index fingers on keyboard home keys (f/j), use left fingers for a/s/d/f/g, and use right fingers for h/j/k/l • know how to edit the style and effect of my text and images to make my document more engaging and eye-catching. E.g. borders and shadows • know how to use cut, copy and paste to quickly duplicate and organise text.	• know how to combine digital images from different sources, objects and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets • know how to confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text • know how to use font sizes appropriately for audience and purpose. Use spell check and thesaurus including through Siri and other AI technology.	• know how to apply other useful effects to my documents such as hyperlinks. • know how to import sounds to accompany and enhance the text in my document. • know how to organise and reorganise text on screen to suit a purpose	• know how to confidently choose the best application to demonstrate my learning. • know how to format text to suit a purpose • know how to publish my documents online regularly and discuss the audience and purpose of my content.
Digital Literacy	• find information by moving around a web page using hyperlinks and the back button • confidently type web addresses into a web browser • question the reliability of information I found online • create bookmarks/favourites and use them to access websites • print web pages and copy and paste information into other applications • describe how I use technology at school and at home	• understand that a computer network means connected computers • understand that you can use the internet for activities other than web browsing • confidently enter URLs into the address bar of a browser • know that not all information online is reliable and that it needs to be checked	• use search technology to find things out • suggest a number of activities you can use the internet for (e.g. online gaming, voice • over internet, email etc) • cross-check information provided on one website against multiple alternative sources • create digital content for specific purposes	• communicate and collaborate using technology and online services • create web content using basic HTML • know that internet search engines use algorithms to find web content (e.g. web crawling) • know that search engines are organised in order of popularity • use search technology and clear search terms to view web pages and obtain information and data

	• judge my own and other peoples work and talk about how they could be made better			• use a number of internet services (e.g. email, voice over internet etc) • create digital content for specific purposes and audiences • use feedback to improve digital content

Progressive Knowledge, Skills & Outcome Journey for Computing

Assessment				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	Children will be able to improve number of words typed per minute. Children will be able to create a short piece of information text about the Stone Age, in my own words, including an image and editing the style and effect of my text to make my document more engaging and eye-catching.	Children will be able to search and sort a database that I have created to answer a question. Children will be able to design a solution to an algorithm so that the fewest ice-cream vans are used according to rules.	Children will be able to use features of graphical modelling software to develop a 3D model; move/scale/resize objects. Children will be able to use iteration (repeats and loops), variables and conditional statements (e.g. when…do…) to create a virtual world in Kodu.	Children will be able to plan and program a computer game by sequencing conditional statements and develop strategies to test and debug the program. Children will be able to design their own spreadsheet for a specific purpose using functions that include AVERAGE, MIN and MAX.
Spring	Children will be able to create an informative presentation about healthy eating; including a hyperlink to another slide, slide transitions, record audio onto a slide and insert audio and video files (where possible), only using credible websites to find the information. Children will be able to create a database to find the best holiday destination for different holiday makers.	Children will be able to develop a collaborative storytelling project using sequence, selection and repetition in Scratch. Children will be able to write a program that displays a timer based on their chosen seconds/minute(s) on the Micro:bit after pressing button A and to state key functions in the program editor (e.g. loops).	Children will be able to use variables, sequence, selection, conditions and iteration to create a game in Scratch. Children will be able to enter a formula in to a spreadsheet to perform a calculation and create a graph to show results; change some of the data and discuss effects on results.	Children will be able to create an app that includes images, buttons and sound. Children will be able to et out content on a web page using basic HTML.
Summer	Children will be able to move a sprite around a screen using turns and	Children will be able to design and add backgrounds to an animated scene of sequenced, digital images.	Children will be able to use simple encryption methods to encode and decode messages with a key.	Children will be able to use variables and program the rules necessary to progress in a game that has more than one level.

	repetitions to create an animation about Ancient Egypt. Children will be able to design and produce a computer simulation or adventure game using patterns and rules.	Children will be able to open, create, send and forward an email; checking the accuracy and reliability of the information.	Children will be able to edit HTML code to change the text appearing on a web page; change an image on a website; and remix a web page to make my own which has images and text.	

Progressive Knowledge, Skills & Outcome Journey for Outdoor Learning

	Outcomes			
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	Children will create a Stone Age Settlement to include Cave paintings, making stew, weapons and stone age jewelry.	Children will make a human circuit to lighting up a shelter. Children will carry out toasting or roasting on a fire	Children will design and make a bird box linked to structure in DT	Children will design and make a Christmas themed wood animal. Children will create lanterns.
Spring	Children will recap rocks and soils by making fossils. Children will Learn the parts of a plant and the reproductive cycle. Make a model of plant (Modroc) to include roots & stem.	Children will design and make instruments to link to sound.	Children will investigate states of matter with a focus on the properties of wax. Children will carry out map & compass work, orienteering around the site & develop their own shelters.	Children will investigate filtration, infiltration. Children will design and make a solar oven
Summer	Children will make an Andy Goldsworthy Sculpture .	Children will create mini Celtic Huts	Children will investigate states of matter by looking at the	Children will create an Anderson shelter & cook rationed soup on the fire & solar oven

	Children will explore and make an Egyptian Shaduf to move water from one place to another. Children will make a Jewish Suka	Children will design and make a Roman Mosaic.	properties of chocolate; make own tripod. Children will design and make chili recipe.	Children will create a Henry Moore Sculpture .

Progressive Knowledge, Skills & Outcome Journey for Outdoor Learning

Skills Progression				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Shelter Building	Create a material tipi shelter in a woodland Work successfully as a group, having considered and evaluatedeach members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Design and build varying sized shelters using materials found in a woodland Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Create an A frame shelter withcamouflage Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters) Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose
Geographical Skills	Demonstrate understanding of the concept of a basic map	Recognise features and symbols on the map	Use the eight points of a compass and four figure grid	Use the eight points of a compass, four and six-figure

	Navigate your way around a simple orienteering course Understand the term 'orientate or'setting' a map Complete a simple 'star' orienteering activity in pairs /groups Record information accurately and neatly Follow rules when completing astar orienteering activity	Understand how to orientate the map Demonstrate understanding of a line orienteering course (short loop) and star orienteering Build trust with a partner and work together when orienteering	references Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols Demonstrate an understanding of the relationship between pacing and distance Plan a short loop course for another pair to follow Improve confidence in map reading and the transfer of information from map to ground Apply skills of orienteering including thumbing the map, route choice and symbol recognition Plan the most efficient route so that the course is completed in the quickest time Complete the orienteering course in the fastest time possible competing against others	grid references, symbols and key (including the use of Ordnance Survey Maps) Further develop navigational skills by planning ahead, identifying problems and making decisions Learn to balance speed and accuracy Set, read and follow a bearing Practice and develop pacing skills Be able to take a bearing from a map and use that bearing to find a control point Combine map reading and compass skills Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control Successfully undertake an orienteering competition using an unfamiliar map in a new location Demonstrate effective

				use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course
Using Tools	In Key Stage 2 children will develop their skills when using arange of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's abilityto use tools will develop at different ages Peeler(1:1)	In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages Loppers Secateurs Knives for whittling	In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages	In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages
Knots	More sophisticated use of knotsfor attaching to structures and trees Lashing and frapping frames anddual structures Example - Cow hitch,	More sophisticated knots for attaching to structures and trees Independent use of lashing and frapping techniques	Shelter hitches and knots More complex knots and selecting the correct knot for a job	More complex knots and selecting the correct knot for a job
Lighting Fires	Light a fire with flint & steel	Roast food on a fire with support	Cooking on a camp fire (Chili) Make and tend a fire safely	Prepare and light a campfire with supervision

Progressive Knowledge, Skills & Outcome Journey for Music

	Progression of Skills			
Listening	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-related dimensions of music) when	Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect.

	discussing improvements to their own and others' work.	Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	others' work.	Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
Composing	Composing a piece of music in a given stylewith voices and instruments (Classical, Egyptian, African). Combining melodies and rhythms to composea multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabularyto label and record their compositions. Suggesting and implementing improvementsto their own work, using musical vocabulary.	Composing a coherent piece of music in agiven style with voices, bodies and instruments. Beginning to improvise musically within agiven style. Developing melodies using rhythmic variation,transposition, inversion, and looping. Creating a piece of music with at least fourdifferent layers and a clear structure. Using letter name, graphic and rhythmic notation and key musical vocabulary to labeland record their compositions.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into amulti-layered composition using all the inter-related dimensions of music to addmusical interest. Using staff notation to record rhythms andmelodies. Selecting, discussing and refining	Improvising coherently and creatively within agiven style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, withina given structure. Developing melodies using rhythmicvariation, transposition and changes indynamics, pitch

		Suggesting improvements to others' work, using musical vocabulary.	musicalchoices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvementsto own and others' work.	and texture. Recording own composition using appropriateforms of notation and/or technology and incorporating. Constructively critique their own and others'work, using musical vocabulary.
Performing	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.

The History of music	Understanding that music from different times has different features. (Also part of the Listening strand)	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand)	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand)
Dimensions of Music				
Pitch	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy orsad. To know that some traditional music around the world is based on five-notescalled a 'pentatonic' scale. To understand that a pentatonic melodyuses only the five notes C D E G A.	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.
Duration	To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.	To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.	To know that 'poly-rhythms' means many different rhythms played at once. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.

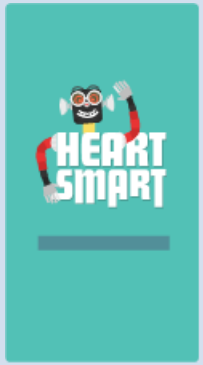
		To know that a motif in music can be a repeated rhythm.		To know that a quaver is worth half a beat.
Dynamics	To know that the word 'crescendo' means a sound getting gradually louder.	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted by changing its dynamics.
Tempo		To know that playing in time means all performers playing together at the samespeed.	To understand that a slow tempo can beused to make music sound sad. To understand that varying effects can becreated using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted bychanging its dynamics, pitch or tempo.
Timbre	To understand that the timbre of instruments played affect the mood andstyle of a piece of music.	To know that grouping instruments according to their timbre can createcontrasting 'textures' in music. To understand that both instruments andvoices can create audio effects that describe something you can see.	To understand that human voices have their own individual timbre, and that thiscan be adapted by using the voice in different ways.	To know that timbre can also be thoughtof as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.
Texture	To know that many types of music fromaround the world consist of more thanone layer of sound; for example African drumming beats)	To know that combining different instruments and different rhythms whenwe compose can create layers of soundwe call 'texture'. To understand that harmony means playing two notes at the same time, which usually	To understand that a chord is the layeringof several pitches played at the same time. To know that poly-rhythms means manyrhythms played at once.	To understand that texture can be created by adding or removing instruments in a piece and can create theeffect of dynamic change. To know that a counter-melody is different to harmony because

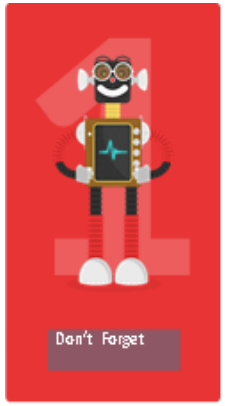
		sound good together.		it uses adifferent rhythm as well as complementary notes.
Structure	To know that in a ballad, a 'stanza' meansa verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinatois a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known piecesof music	To know that a loop is a repeated rhythmor melody, and is another word for ostinato. To know that 12-bar Blues is a sequenceof 12 bars of music, made up of three different chords.	To know that a chord progression is asequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' arewhen this melody has been changed insome way.
Notation	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.

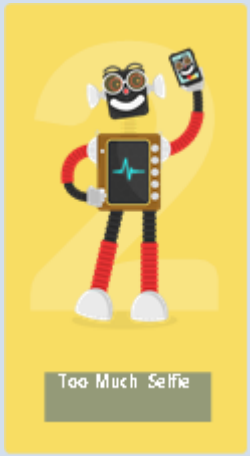
Outcomes				
	Year 3	Year 4	Year 5	Year 6
Autumn	**Ukulele Unit:** Children will be able to sing & play accompaniment simultaneously	**Boom Whacker Unit:** Children will be able to record composition with simple notation **Composition Unit:** Children will be able to record and perform composition to represent colour	**Singing Unit - Vikings** Children will be able to perform a song with confidence, fluency and accuracy. **Dynamics Unit – Rivers** Children will be able to perform an ostinato with layering sounds and accuracy	**Jazz Unit** Children will be able to compose using up to 8 different notes and a variety of complex melodies **Musician Focus – Beethoven – Industrial Revolution** Children will be able to perform using a sonata structure
Spring	**Pentatonic Scale Unit:** Children will be able to compose pentatonic melodies **Musician Focus – Igor Stravinsky** Children will be able to compose a simple melody that is repeated using different tempo & volume	**Musician Focus – Gustav Holst – Cheltenham** Children will be able to play and compose an ostinato **Rock & Roll Unit:** Children will be able to perform a piece that includes sharps and flats.	**Composition – Gloucester** Children will be able to compose and perform and original song **Jazz Unit** Children will be able to compose using 6 different notes and a variety of melodies	**Singing Unit:** Children will be able to sing in harmony and canon **Musical Theatre:** Children will be able to perform in time ensuring smooth transitions
Summer	**Egyptian Composition – Egyptians** Children will be able to identify the pitch & rhythm, of written notes **African Drumming Unit:**	**Rock & Roll Unit:** Children will be able to perform a piece that includes sharps and flats **Motif Unit – Romans**	**Musician Focus – Heitor Villa-Lobas – South America** Children will be able to compose using instruments and a variety of musical features **Body Percussion – Rainforests**	**Songs of World War 2** Children will be able to sing within an octave with increased accuracy in pitch and control

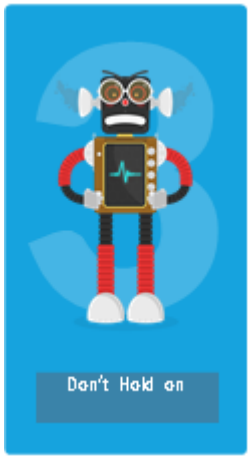
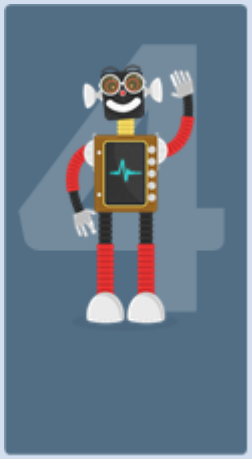
	Children will be able to learn and play a traditional African song on tuned percussion	Children will be able to perform different versions of a musical motif	Children will be able to compose a piece of music using body percussion	

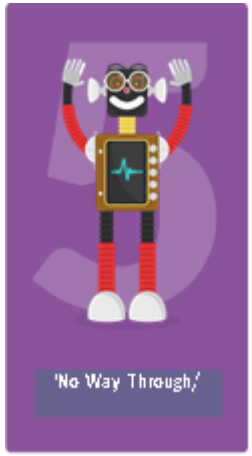
Progressive knowledge and Core Themes for PSHE

	Year 3	Year 4	Year 5	Year 6
	•I can suggest a way that I can show love to myself. •I can suggest a way that I can show love to others. •I can list ways to be kind to one another. •I can describe some ways that others are 'meant to be treated'. •I can recall a memory and associate a feeling with it. •I am beginning to understand that my heart needs protecting. •I can list some things that my heart needs protecting from. •I can list some people that I am grateful for in my life and give some reasons for why I am grateful for them. •I can identify some benefits of a healthy lifestyle. •I can identify some risks of an unhealthy lifestyle. •I can suggest some ways that I can care for my heart. •I can suggest some ways that I can care for other people's hearts.	•I can suggest several ways that I can show love to myself. •I can suggest several ways that I can show love to others. •I am beginning to think about the consequences of the words we use. •I can describe some consequences of using kind and unkind words. •I can suggest some characteristics that I would like to see in my classroom. •I can suggest some ways I can cultivate some of those characteristics. •I can name someone that I trust and I can give one reason for why I trust them. •I can list some characteristics of a healthy family life. •I can explain what "mental wellbeing" means. •I can list something that positively affects my mental wellbeing. •I can list something that negatively affects my mental wellbeing. •I can suggest some ways that I can care for my heart.	•I can suggest some ways that I can care for my heart •I can suggest some ways that I can care for other people's hearts. •I understand that being bossy is about trying to control others. •I can describe some qualities of a good leader. •I can describe some qualities of the heart reputation I would like to have. •I can suggest some ways to know what I should and shouldn't watch. •I can list some things I should avoid watching. •I can explain how another person has supported or encouraged me and how that made me feel. •I can write a thank you letter and express gratitude to someone. •I can suggest some ways to help myself sleep well. •I can list some benefits of sleeping well. •I can explain somes ways that I can protect my own and other's hearts.	•I can reflect on the choices I make that can help my heart. •I can reflect on the choices I make that can hurt my heart. •I can explain how I feel differently when moving or posing in different ways. •I can create a powerful pose of my own. •I can suggest ways people can become 'hard-hearted'. •I can suggest ways to keep my heart soft and strong. •I can explain the benefits of a soft-strong heart over a hard heart. •I can explain when a secret should be kept and when it should be shared. •I can describe what a commitment is. •I can plan a healthy meal. •I can reflect on how I protect my own and other's hearts.

		•I can suggest some ways that I can care for other people's hearts		
	I can recall some ways that people have shown love to me through kind words or actions. •I am starting to describe myself in a positive way. •I can think of words to encourage others. •I can accept encouragement from others. •I can sort words into what love is and what love isn't. •I can list some things that I am grateful for. •I can explain why I am grateful for them. •I am beginning to understand that some choices I make will affect my physical health. •I can recall examples of kind words or actions from the week. •I can share some amazing things about myself.	•I can recall different ways someone has shown me love through kind words or actions. •I can describe myself in a positive way. •I can identify some ways that I most feel love. •I can give an example of a time when I have been loved. •I can identify some of my strengths and achievements. •I can record and list some unique facts and figures about me. •I can highlight five things about my body that I am grateful for. •I can explain I am grateful. •I understand that love sometimes looks like stopping the spread of bacteria. •I can suggest some ways that bacteria spreads. •I can recall examples of kind words or actions from the week. •I can share several amazing things about myself.	•I reflect on ways that people show me love through kind words or actions. •I am starting to describe myself in a positive way consistently. •I understand that I have value and purpose. •I am aware of how the words I listen to about myself can make me feel. •I can identify some lies that I believe/listen to. •I can suggest opposing truths to those lies. •I can describe how listening to and believing lies makes me feel. •I can describe how listening to and believing truth makes me feel. •I am beginning to understand and demonstrate different ways I can respond to pressured scenarios. •I can recall a significant event and person in my life. •I can someone to go to when I need help. •I can recall a way I have 'Let Love in' this week.	•I reflect on ways that people show me love through kind words or actions. •I describe myself in a positive way consistently. •I understand that I am valued. •I can encourage others with kind and positive words. •I can accept the encouragement given to me. •I can recall significant events and people in their lives so far. •I can recognise that every person is unique. •I can list things that I am are grateful for. •I can suggest some early signs of illness. •I can recall a way that I have 'Let Love in' this week. •I can describe myself in a positive way.

	•I can suggest ways to show love for others. •I can suggest ways to demonstrate loving others. •I can suggest something that I can do for another person. •I can describe how the person I helped felt. •I can describe how helping someone else made me feel. •I can explain how to respond in an emergency. •I can recognise and celebrate the impact kindness has on another person. •I can work together with others to complete a task. •I am learning how to listen well to one another and respect each other's views. •I can list some information that identifies me eg name, address. •I know why it is important to keep personal information private. •I can suggest ways I have shown love for others. •I can describe how caring for others makes me feel. •I can suggest ways I have shown love for others. •I can describe how caring for others makes me feel.	•I can suggest ways to show love for others. •I can demonstrate ways to love others. •I am becoming more aware of my surroundings and the people around me by noticing differences. •I can make the link about being observant and being aware of those around us. •I can suggest how a person is feeling from their expression and body language. •I can suggest who the unseen heroes of my community are. •I can honour those heroes by writing a thank you note. •I can suggest times when I need help from others. •I can demonstrate good teamwork skills (clear communication, listening and negotiating). •I can suggest ways to use my technology devices responsibly. •I can suggest ways that I have shown love for others. •I can describe how caring for others makes people feel	•I understand there are many different ways I can show love for others. •I can demonstrate ways to love others. •I can think of someone to go to if I feel lonely. •I can suggest things to do to avoid feeling lonely. •I can list some skills needed to listen to others well. •I can suggest ways I can demonstrate honour. •I am starting to understand the purpose and role of groups eg charities, raising awareness. •I know what I should and shouldn't share online. •I can suggest ways that I have shown love for others. •I can describe how caring for others makes people feel.	•I can reflect on the different ways to show love for others. •I consistently demonstrate ways to love others. •I know there are ways we are different and ways we are the same. •I understand that while there are some differences between us, there are more similarities. •I can listen carefully to my classmate and feedback what they have said. •I can suggest people who have benefitted from overcoming a challenge. •I can explain why I am grateful for those people. •I can suggest ways to be a good friend. •I can list 3 benefits of social media. •I can list 3 dangers of social media. •I can describe ways that I have shown love for others. •I can describe how caring for others makes people feel.

	• I am beginning to understand what 'forgiveness' means. • I can describe how saying sorry can help a situation. • I can describe the effects of choosing to forgive or not. • I can describe a way that holding on to hurt can make us sad. • I can list a ways to build trust between friends. • I can think of someone that I trust. • I can give an example of a stereotype. • I can suggest a couple of things I can do if I feel sad or mad.	•I can suggest a way to fix a broken friendship. •I can describe some benefits of forgiveness. •I can sort scenarios into positive and negative stress. •I can suggest ways to manage negative stress. •I can suggest some healthy boundaries I can use both in life and online. •I can recognise online abuse and know who to report it to. •I can suggest positive uses of the internet. •I can list several things I can do if I feel sad, or mad.	•I can describe forgiveness. •I can explain why forgiveness keeps my heart healthy. •I can describe some practical steps I could take to resolve conflict. •I can describe how different emotions feel. •I can explain why emotions are important. •I can describe some healthy ways to respond to my mistakes. •I can recognise bullying behaviours. •I can suggest ways to deal with bullying. •I can list different types of negative emotion. •I can identify when I am experiencing negative emotion. •I can suggest ways that will help me when I am experiencing negative emotion.	•I can demonstrate choosing forgiveness. •I can demonstrate choosing strategies to help resolve conflicts and disputes. •I can explain my point of view. •I can listen and take account of a response from another person. •I can model resolving a dispute. •I can explain some benefits of forgiveness. •I can suggest some barriers to forgiveness. •I understand that our tone and body language communicates more than our words. •I can give examples of how a trustworthy friend behaves. •I can explain when it is ok to break a confidence. •I can list some effects bullying can have. •I can explain how to get help if I or someone I know are being bullied. •I can identify when I am experiencing negative emotion. •I can suggest ways that will help me then I am experiencing negative emotion.
	•I can suggest a couple of amazing facts about myself. •I can explain why we don't need to lie about oursleves. •I am beginning to know the real me is the best me. •I can give a simple explanation of what shame is. •I can suggest appropriate and inappropriate types of touch. •I can suggest safe people to talk to if I am concerned. •I can explain why telling the truth is important to build a friendship. •I can explain what an allergy is. •I can list what I have learned about why 'Fake is a Mistake'.	•I can explain why we don't need to lie about oursleves. •I can list 3 great things about myself. •I can explain that I am not what I 'do'. •I can identify some important voices in my life. •I can recognise the difference between kind and unkind voices in my life. •I am growing in courage to always tell the truth. •I can give examples of when I have been afraid to tell the truth. •I can explain when dares are no longer fun. •I can explain the consequences of dares. •I can list some of the risks associated with smoking. •I can list what I have learned about why 'Fake is a Mistake'.	•I can explain why we don't need to lie about oursleves. •I can list 5 great things about myself. •I can discuss how unrealistic images can make me feel. •I can explain some things I can do when I feel like I need to hide how I really feel. •I can give a simple description of what vulnerability is. •I can identify qualities that build trust for vulnerability. •I can explain why growing feedback is important. •I can identify the difference between 'No Entry' and 'Welcome' responses to feedback. •I can list some risks associated with alcohol use in young people. •I can give some advice against drinking alcohol. •I can list what I have learned about why 'Fake is a Mistake'	•I can present different opinions respectfully. •I can explain how to communicate the truth lovingly. •I understand we are loved just as we are. •I understand how to replace negative self-talk with positive self-talk. •I can define what a boundary is. •I can explain how using boundaries means we can have respectful friendships. •I can find out facts about vaccinations from credible sources. •I can suggest ways to discern if information online is credible. •I can know some physical and mental health risks associated with taking drugs. •I can suggest some ways to avoid drug taking. •I can list what I have learned about why 'Fake is a Mistake'?

	•I can identify when I feel stuck. •I can choose to persevere when I feel stuck or in completing a challenge. •I can identify an area of my life where I am doing well. •I can describe what a setback is. •I can give an example of a setback. •I can demonstrate basic first aid skills. •I can identify a dream I have. •I can list some attitudes I need to develop to achieve my dreams. •I can describe what 'change' is and give some examples in my life. •I can suggest something I can do that helps me to manage change. •I can recall a time when I felt stuck but found a way through!	•I can describe a situation where I felt stuck. •I can suggest some ways I can persevere when I feel stuck. •I can list some skills and attitudes needed to meet the challenges. •I can identify habits I need to develop or lose in order to achieve my goals. •I can think of someone who encourages me. •I can think of someone I can encourage. •I can choose pictures of things that inspire me. •I can create 'A Dream of my Heart is…' statement. •I can define what puberty is. •I can describe key physical changes that take place as puberty begins. •I can recall a time when I felt stuck but found a way through!	•I can describe situations where I feel stuck. •I can suggest ways to persevere when I feel stuck. •I can say when I find a situation difficult or challenging. •I can give some examples of internal success. •I can give an example of something I would like to grow in internally to meet a goal I have. •I can name some tools that help me to live with hope. •I can explain key facts about the menstrual cycle. •I can describe ways to look after my health and wellbeing as I grow up. •I can recall a time when I felt stuck but found a way through. •I can use strategies that demonstrate 'No Way Through' isn't True!	•I can describe situations where I get stuck. •I can suggest ways to persevere when I feel stuck. •I can describe the impact of changing my thinking from 'I can't do it' to 'I can't do it yet'. •I can explain the importance of practice. •I can answer the question "How am I feeling?" •I can answer the question "Why am I feeling that way?" •I can suggest ideas of needs for "What do I need?"" •I can explain the effects of having hope. •I demonstrate choosing hope. •I can describe some things that may try to keep me in my comfort zone. •I can suggest what could happen when I step outside my comfort zone, into 'Where the magic happens!'? •I can apply this learning to a real-life scenario. •I can describe the changes in my brain as I go through adolescence. •I can recall a time when I felt stuck but found a way through. •I can identify strategies used to demonstrate 'No Way Through' isn't True!