



Primary Curriculum

2022-2024



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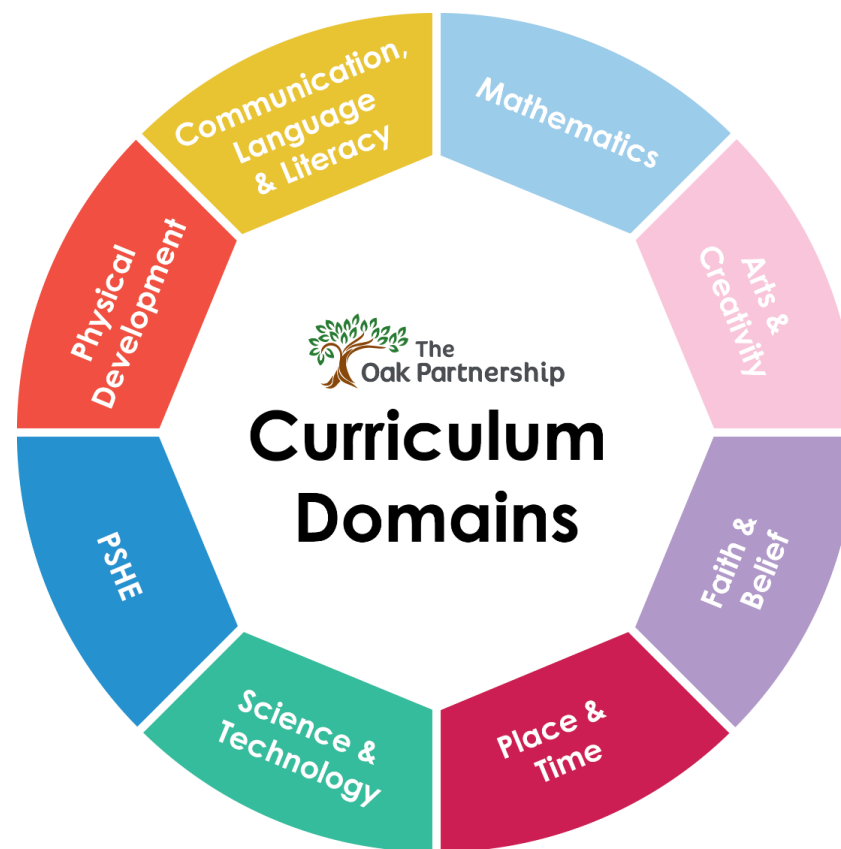
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Curriculum Intent: 2022-2024

Our curriculum...

- provides a framework from which schools are able to plan their recovery from the COVID 19 pandemic and its school closure periods;
- meets the needs of all within our community, affording the flexibility to focus holistically on what is best for them at any one time;
- allows for multi-discipline collaboration, contributing towards each schools' ability to plan and deliver an innovative and creative curriculum, with traditional subjects grouped in 'domains';
- recognises the important, and often neglected, sciences and humanities; these are 'pivotal' domains, acting as key drivers for curriculum planning and contributing towards a broad curriculum offer;
- understands the importance of language acquisition and development of oracy skills, including its effect on our children's life chances. We recognise the impact that language has on reading and therefore access to the wider curriculum;
- does not under-estimate the role that the planned and unplanned curriculum have on our children's cultural capital. Delivering rich learning opportunities is at the heart of our curriculum offer, particularly for the most disadvantaged children;
- has sequences of skills and knowledge that allow children to build upon previous learning. We understand the importance of cognitive science and the role this has in learners remembering learning and applying it at a greater depth;
- makes use of each school's enabling environment. Practitioners understand the influence the physical environment has on each learner's ability to engage with and succeed in the curriculum;
- supports each setting to deliver the vision and values for their school.



Curriculum Pathway

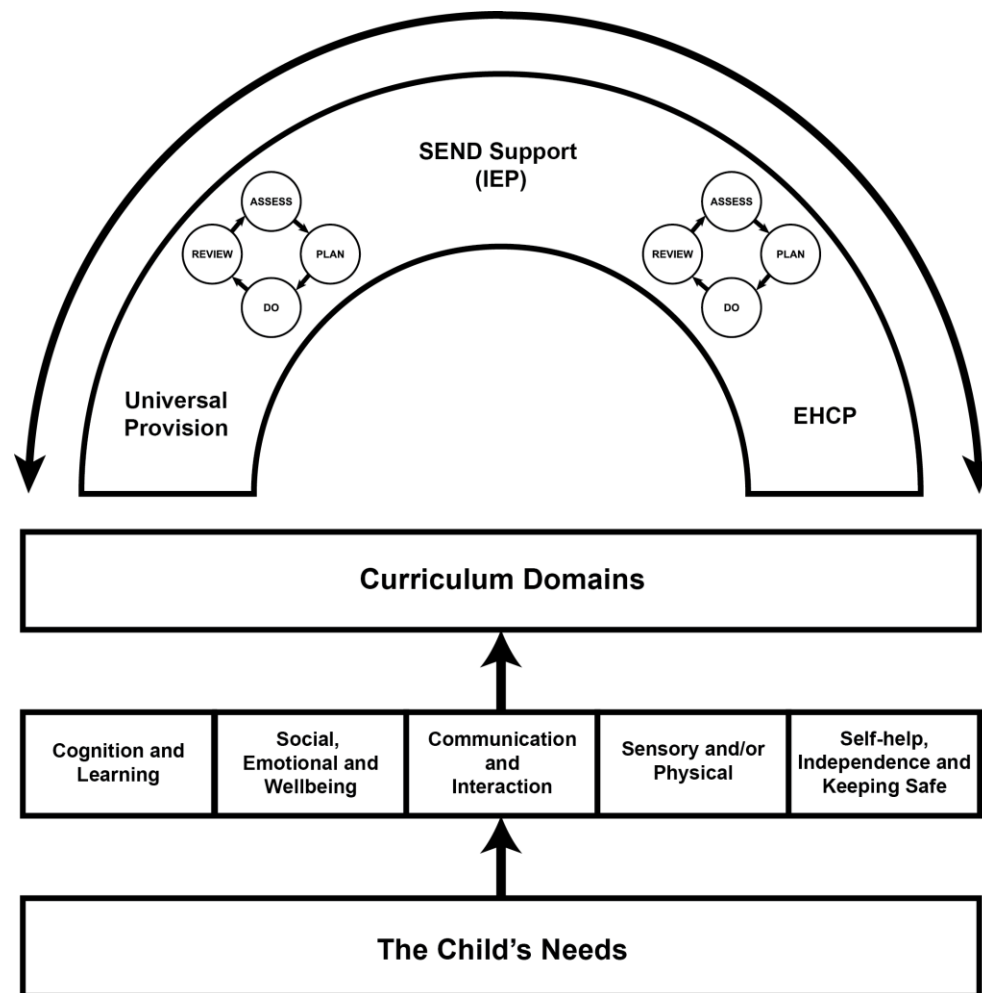
Our curriculum, both planned and unplanned, is delivered to meet the needs of all pupils.

We believe that each pupils' provision is underpinned by The Oak Partnership Curriculum Domains and five broad areas of need:

- ❖ Cognition and Learning
- ❖ Communication and Interaction
- ❖ Social, Emotional and Wellbeing
- ❖ Sensory and/or Physical
- ❖ Self Help and Independent Skills and Keeping Safe

Most pupils will thrive within what we can term our 'universal' provision through high quality teaching. Some learners will need 'special education support' in addition to 'universal' support.

The diagram to the right demonstrates our approach to each pupils' curriculum pathway.



Curriculum Design Principles

Our curriculum empowers all pupils with the knowledge they need to succeed and progress.

The acquisition of knowledge is crucial and underpins the design of our curriculum because:

1. Knowledge allows comprehension (understanding)
2. Knowledge is generative ('sticky')
3. Skills are dependent on relevant knowledge.
4. Knowledge empowers

Our curriculum supports the acquisition of substantive and disciplinary knowledge in each subject.

Substantive knowledge = factual content (knowing what)

Disciplinary knowledge = procedural knowledge (knowing how)

Content Selection and Sequencing

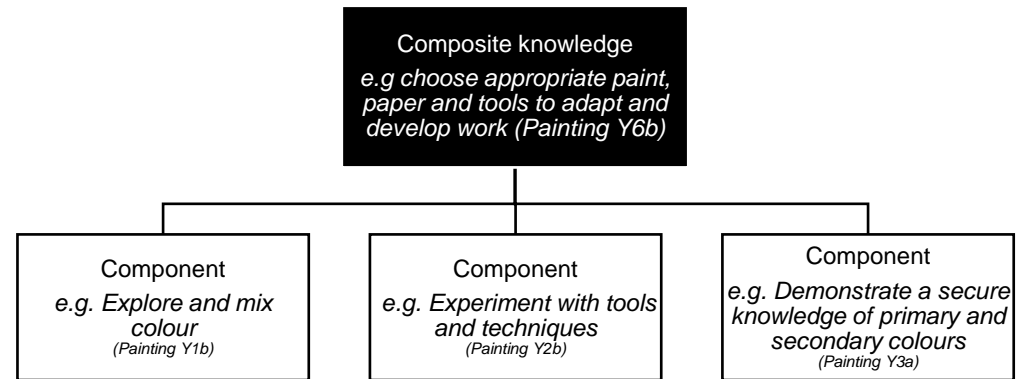
Each Domain includes well-chosen knowledge, building over time in a logical sequence to enable progress. These are shown in skills and knowledge progressions.

The progressions of skills and knowledge in each Domain are based on the theory of building composite knowledge from smaller components.

Composite and Components Model

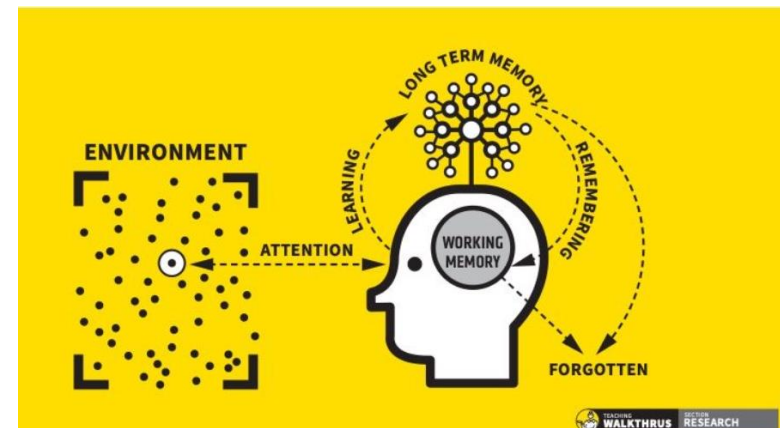
Components: The building blocks of knowledge and skills that, when secure, allows all pupils to tackle tasks that are more complex.

Composite: Complex knowledge, skills and ideas in our Curriculum that are formed by learning smaller building blocks.



Developing Schemata

We recognise that knowledge is generative. Our curriculum is based on the research that learning is an alteration in long-term memory. Our curriculum is underpinned by the following model:



Sequencing of content in each Domain allows pupils to build useful and increasingly complex schemata (expanding and interconnecting webs of concepts). Understanding for each pupil deepens as structures of knowledge stored in long-term memory become increasingly complex.

The Oak Partnership Curriculum and the Early Years Foundation Stage Profile (EYFSP)

It is worth noting that this curriculum document works to connect the National Curriculum to the EYFSP. In designing this curriculum, we have structured Domains and built skills progressions to build upon the EYFS Framework.

Where some Domains are able to communicate the progressions of skills explicitly (these appear in TOP Curriculum) some Domains, however, will not have the EYFSP teaching sequence as there is not a logical connection ('Science' and 'Understanding of the World' e.g.). Whilst our Early Years practitioners will be able to plan from this document for some Domains, they will have to refer back to the EYFSP for other profile areas.

British Values

The Department for Education requires all schools to actively promote fundamental British values to ensure all children leave school prepared for life in modern Britain. These British values are: democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

We have a clear strategy to embed the promotion of these values:

- British values are actively promoted and embedded within our curriculum progressions. We have used our PSHE (Personal, Social and Health Education) and Faith and Belief Domains to be curriculum drivers for these values. Our PSHE Domain supports children to reflect on these values progressively within reoccurring unit themes- see PSHE Domain section for specific coverage. Our Faith and Belief Domain is a key driver for mutual respect and tolerance of those with different faiths and beliefs.
- We ensure that our curriculum provides pupils with a voice; providing them with opportunities to listen to and articulate different points of view.
- We look for opportunities to reflect on and learn from local, national, and global events.
- We embrace and promote the diversity within our own communities.



Science & Technology

Science & Technology

The Science and Technology Domain encompasses the following traditional subjects:

- Science
- Design & Technology
- Computing (including online safety)

The Oak Partnership understand the vital role that these subjects have in children's understanding of the world and ensure that Science and Technology is one of the main drivers of our whole curriculum and that we place them at the forefront of all that we do. Placing all of these traditional subjects within one domain supports us to highlight and draw on the interconnectivity between these subject areas and become aware of the big ideas and skills underpinning scientific knowledge and understanding. Our separate progression of skills and knowledge recognises the importance of prior knowledge, allowing children to build upon this each year and gives the opportunity to work holistically, ensuring that all children have the opportunity to progress, even when working outside their current key stage.

Science

We are passionate that all pupils deserve a broad and ambitious Science curriculum, rich in skills and knowledge that ignites excitement and curiosity and prepares them well for future learning and life. High-quality science education is essential to provide the foundations for understanding the world and will support children to see the uses and implications of science, today and for the future. Science should be investigative, allowing all children rich learning opportunities to experience and answer questions about the world around them. A strong focus on oracy will enable children to

articulate scientific concepts clearly and precisely using scientific vocabulary.

Design & Technology

Design & Technology is a subject which draws, develops and implements a wide range of different skills from different subject areas including STEM disciplines and art. The subject embeds high quality literacy skills through analysis and evaluation techniques.

Design and Technology is creative, technical and practical. Using creativity and imagination, pupils will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs. In Design and Technology pupils will be supported to learn how to take risks and we will promote innovation and enterprise. Through the evaluation of past and present innovation, they will develop a critical understanding the impact of design and technology on daily life and the wider world.

Computing

Computing progresses at a rapid pace and our curriculum ensures that children are taught computing skills which are both adaptable and transferable for the future, and essential in today's society. Computing will equip pupils to use computational thinking and creativity to understand and change the world. Computing also ensures that pupils become digitally literate, are able to express themselves safely online and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants in a today's digital world.

-Science & Technology Domain Team

Science & Technology Skills Progression

In order to promote a multi-disciplinary collaboration across the Science & Technology domain and beyond, teachers use the following strands of enquiry, alongside the subject specific progression of knowledge and skills, to promote and allow further opportunity to develop skills of investigation. These skills are transferable and children should be encouraged to apply them in all aspects of learning and daily life, but particularly useful in STEM subjects. These skills will be continually embedded within practice and further developed within each area of knowledge being taught.

Strands	Key Stage One	
	Year One	Year Two
Questioning	a. ask simple questions and recognise that they can be answered in different ways	
Predicting	a. Suggest what they think might happen and begin to give reasons for the answer b. Use what they already know to suggest designs, concepts and material selections	
Testing & Investigating	a. perform simple tests	
Observing & Measuring	a. observe closely, using simple equipment	
Recording	a. gather and record data to help in answering questions	
Analysing	a. use their observations and ideas to suggest answers to questions	
Evaluating	a. suggest simple ways to improve tests, designs and concepts	

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Questioning	a. ask relevant questions and use different types of scientific enquiries to answer them		a. ask different types of relevant questions in response to exploring ideas b. select and plan the most appropriate type of scientific enquiry to answer their question	
Predicting	a. make reasonable predictions using prior knowledge, giving reasons for their thinking		a. use test results to make predictions to set up further comparative and fair tests	
Testing & Investigating	a. set up simple practical enquiries, comparative and fair tests		a. plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
Observing & Measuring	a. make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers		a. take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate b. solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (Maths) c. use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places (Maths)	
Recording	a. gather, record, classify and present data in a variety of ways to help in answering questions b. record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables		a. record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	
Analysing	a. report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions b. use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		a. report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	
Evaluating	a. identify differences, similarities or changes related to simple scientific ideas and processes b. use straightforward scientific evidence to answer questions or to support their findings		a. identify scientific evidence that has been used to support or refute ideas or arguments	

Science

Knowledge Progression

In Early Years, Science falls under the 'Understanding the world' area of the Early Years curriculum. This involves guiding children to make sense of their physical world and their environment through opportunities to explore, observe and find out about people, places, technology and the world around them. We aim to foster children's natural curiosity along with their own enjoyment for exploring new ideas. Where possible cross-curricular links are made with science and this allows children to put their learning experiences into context and to develop their holistic understanding.

Strands	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Working Scientifically	✓	✓	✓	✓	✓	✓
Plants & Seasonal Changes	✓	✓	✓			
Animals, Living Things & Habitats	✓	✓	✓	✓	✓	✓
Materials	✓	✓			✓	
Light			✓			✓
Forces			✓		✓	
States of Matter				✓		
Sound				✓		
Electricity				✓		✓
Earth and Space					✓	
Evolution						✓
Environment & Sustainability	✓		✓		✓	

Strands	Key Stage One	
	Year One	Year Two
Plants	<ul style="list-style-type: none"> a. identify and name common plants and trees b. identify and describe the basic structure of plants/trees 	<ul style="list-style-type: none"> a. observe and describe how seeds and bulbs grow into mature plants b. find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
Animals (including Humans), Living Things and Their Habitats	<ul style="list-style-type: none"> a. identify and name common animals b. describe and compare the structure of these common animals c. name, draw and label basic parts of the human body 	<ul style="list-style-type: none"> a. notice that animals, including humans, have offspring which grow into adults b. find out about and describe the basic needs of animals, including humans, for survival (water, food and air) c. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene d. explore and compare the differences between things that are living, dead, and things that have never been alive e. identify that most living things live in habitats to which they are suited f. describe in simple terms how fossils are formed when things that have lived are trapped within rock g. describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other h. identify and name a variety of plants and animals in their habitats, including micro-habitats i. describe how animals obtain their food from plants and other animals j. understand a simple food chain and identify and name different sources of food
Everyday Materials	<ul style="list-style-type: none"> a. distinguish between objects and materials b. name a variety of everyday materials and describe their physical properties c. compare and group everyday materials based on their properties 	<ul style="list-style-type: none"> a. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses b. find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching c. compare and group together different kinds of rocks on the basis of appearance and simple physical properties

Seasonal	<ul style="list-style-type: none"> a. observe changes across the four seasons b. observe and describe weather associated with the seasons and how day length varies 	
Environment and Sustainability	<ul style="list-style-type: none"> a. understand the distinction between 'weather' and 'climate' b. know that the climate is always changing but is changing faster today than it has before c. understand that some human activity causes pollution in the air which is affecting the world's climate / making the world hotter and that many of the choices they and others make have an impact on the environment / climate d. know that trees help to cool the world down. e. know that some impacts of our changing climate are happening now and others will happen in the future f. understand the impacts of our changing climate on people, some animals, plants and environments both in our locality and elsewhere g. describe some actions which would have a positive impact on the climate and some ways in which we can stop having a negative impact h. take part in at least one simple example of how a group of people are taking positive climate action together (their class/ school/ family) i. begin to be able to rank human activities they are familiar with e.g., how they travel to school, according to how much of an impact they have on the environment climate j. begin to understand that the future will be different depending on what we do now k. know of different viewpoints on the Earth e.g., that of indigenous peoples l. talk about their own feelings about the earth, the natural world and the climate 	

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Plants	<ul style="list-style-type: none"> a. identify and describe the functions of different parts of flowering plants, including the parts of a flower b. explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant c. investigate the way in which water is transported within plants d. explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal e. recognise that soils are made from rocks and organic matter 			
Animals (including Humans), Living Things and Their Habitats	<ul style="list-style-type: none"> a. identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat b. identify that humans and some animals 	<ul style="list-style-type: none"> a. describe the simple functions of the basic parts of the digestive system in humans b. identify the different types of teeth in humans and their simple functions c. construct and interpret a variety of food chains, 	<ul style="list-style-type: none"> a. describe the changes as humans develop to old age b. draw a timeline to indicate stages in the growth and development of humans c. describe the differences in the life cycles of a mammal, 	<ul style="list-style-type: none"> a. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood b. recognise the impact of diet, exercise, drugs and lifestyle on the

	<p>have skeletons and muscles for support, protection and movement</p>	<p>identifying producers, predators and prey</p> <ul style="list-style-type: none"> d. recognise that living things can be grouped in a variety of ways e. explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	<p>an amphibian, an insect and a bird</p> <ul style="list-style-type: none"> d. describe the life process of reproduction in some plants and animals e. raise questions about their local environment throughout the year f. find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall g. find out about reproduction in plants, and sexual reproduction in animals 	<p>way their bodies function</p> <ul style="list-style-type: none"> c. describe the ways in which nutrients and water are transported within animals, including humans d. describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals e. give reasons for classifying plants and animals based on specific characteristics f. know that broad groupings, such as micro-organisms, plants and animals can be subdivided g. should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals) h. find out about significance of the work of scientists such as Carl Linnaeus, a pioneer of classification
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<p style="text-align: center;">Light</p>	<ul style="list-style-type: none"> a. recognise that they need light in order to see things and that dark is the absence of light b. notice that light is reflected from surfaces c. recognise that light from the sun can be dangerous and that there are ways to protect their eyes d. recognise that shadows are formed when the light from a light source is blocked by a solid object e. find patterns in the way that the size of shadows changes 			<ul style="list-style-type: none"> a. recognise that light appears to travel in straight lines b. use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye c. explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes d. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
<p style="text-align: center;">Forces and Magnets</p>	<ul style="list-style-type: none"> a. compare how things move on different surfaces b. notice that some forces need contact between two objects, but magnetic forces can act at a distance c. observe how magnets attract or repel each other and attract some materials and not others d. compare and group together a variety of everyday materials on the basis of whether they are attracted to 		<ul style="list-style-type: none"> a. explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object b. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces c. recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force 	

	<p>a magnet, and identify some magnetic materials</p> <p>e. describe magnets as having two poles</p> <p>f. predict whether two magnets will attract or repel each other, depending on which poles are facing</p>		<p>to have a greater effect</p> <p>d. explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall</p> <p>e. explore the effects of friction on movement and find out how it slows or stops moving objects</p> <p>f. find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation</p>	
<p>States of Matter</p>		<p>a. explore a variety of everyday materials and develop simple descriptions of the states of matter</p> <p>b. compare and group materials together, according to whether they are solids, liquids or gases</p> <p>c. observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>d. identify the part played by evaporation and condensation in the</p>		

		water cycle and associate the rate of evaporation with temperature		
Sound		<ul style="list-style-type: none"> a. identify how sounds are made, associating some of them with something vibrating b. recognise that vibrations from sounds travel through a medium to the ear c. find patterns between the pitch of a sound and features of the object that produced it d. find patterns between the volume of a sound and the strength of the vibrations that produced it e. recognise that sounds get fainter as the distance from the sound source increases 		
Electricity		<ul style="list-style-type: none"> a. identify common appliances that run on electricity b. construct a simple series circuit, identifying/naming its basic parts, including cell, wire, bulb, switch and buzzer c. use their circuits to create simple devices d. draw the circuit as a pictorial representation (not necessarily using 		<ul style="list-style-type: none"> a. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit b. compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

		<p>conventional circuit symbols)</p> <ul style="list-style-type: none"> e. identify whether or not a lamp will light in a simple series circuit f. recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit g. recognise some common conductors and insulators, and associate metals with being good conductors 		<ul style="list-style-type: none"> c. construct simple series circuits to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors d. learn how to represent a simple circuit in a diagram using recognised symbols
<p>Properties and Changes of Materials</p>			<ul style="list-style-type: none"> a. compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets b. give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic c. use knowledge of solids, liquids and gases to decide how mixtures might be separated, including 	

			<p>through filtering, sieving and evaporating</p> <p>d. know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>e. explore and demonstrate reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes</p> <p>f. explore changes that are difficult to reverse, explaining that some changes result in the formation of new materials, including changes associated with burning, rusting and the action of acid on bicarbonate of soda</p>	
Earth and Space			<p>a. learn that the Sun is a star (approximately spherical) at the center of our solar system and that it has eight planets</p> <p>b. describe the Earth and Moon as approximately spherical bodies</p>	

			<ul style="list-style-type: none"> c. describe the movement of the Moon (as a celestial body) relative to the Earth d. describe the movement of the Earth, and other planets, relative to the Sun in the solar system e. use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	
Evolution				<ul style="list-style-type: none"> a. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago b. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents c. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
Environment and Sustainability	<ul style="list-style-type: none"> a. understand that burning coal, oil and gas has an impact on the climate and have a basic understanding of the scientific processes involved 		<ul style="list-style-type: none"> a. clearly articulate the link between burning fossil fuels and climate change using appropriate scientific vocabulary 	

	<ul style="list-style-type: none"> b. become familiar with the terms 'atmosphere', 'Climate Change' and 'greenhouse gas emissions' c. know that some natural processes like trees growing, healthy soils and oceans take greenhouse gases out of the atmosphere and explain why protecting / replanting forests is important for the climate d. identify a range of impacts of past and / or present climate change on people, plants and animal species, including extinctions, and on environments locally and across the world e. name some of the things that they and others do that are responsible for climate change and begin to explore alternatives to these activities which are less harmful f. understand how using less energy can reduce emissions g. understand what renewable energy is and explain why it is important in reducing greenhouse gas emissions h. identify actions that they, the school and the locality can take personally to reduce emissions i. explain why many institutions have declared a 'Climate Emergency', and what this means j. understand that leaders of governments make agreements with each other about climate action and can identify some of the content of these agreements k. understand that you can measure how much impact an activity has and know that different lifestyles have a greater or lesser impact l. compare the carbon footprints of people with a different lifestyle to them, including in other countries m. imagine different futures within their own likely lifetimes based on different levels of heating, including optimistic scenarios and know that action or lack of it now will have an effect on these different futures n. have the opportunity to explore viewpoints on the climate crisis o. talk about their feelings about the earth and the natural world, our changing climate and its impacts and begin to understand how some people can feel less anxious when they take action with other people 	<ul style="list-style-type: none"> b. name key carbon sinks such as forests, peatlands, oceans, algal blooms, and healthy soil c. explain simply what a carbon footprint of an individual, a product, or an activity is d. understand that different lifestyles cause much smaller or greater carbon emissions e. give examples of institutions that have declared a 'climate emergency' at different scales and are aware of synonyms such as 'climate crisis' f. know about current trends in total global climate emissions, i.e. whether they are rising, peaking or falling g. understand the impact of climate change on ecosystems and people (including in loss of biodiversity) in the past and present locally and across the world, both in the present and a range of future scenarios h. explain how some countries are more responsible than others for producing greenhouse gas emissions and compare this with where the climate crisis has the most severe impacts i. understand that 2030 is a scientific estimate of a year by which global emissions must have peaked in order to give humanity a reasonable chance of controlling eventual warming levels, and that it is not a deadline for an end-of-the-world scenario j. have an understanding of current scientific consensus on what different future scenarios may look like, including best-case scenarios k. begin to understand the lack of certainty in future predictions and know that our scientific understanding is developing and being revised l. be familiar with a range of different climate action strategies including reducing consumption, using renewable energy and protecting/ restoring carbon sinks and begin to discuss what makes some strategies more effective than others m. identify actions they can take personally and with a group of which they are part n. be familiar with actions that are being taken locally, nationally; and with key content of international agreements and begin to form their own opinions on
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		<p>these responses, discussing what makes for effective climate action</p> <ul style="list-style-type: none"><li data-bbox="1384 172 2130 300">o. reflect on different views of the relationship of humans with the Earth (this might include a variety of different perspectives from around the world including some spiritual / faith perspectives)<li data-bbox="1384 304 2130 432">p. talk about their feelings about the climate crisis and about their own future and be familiar with a range of methods people use to cope with anxiety about climate change including by taking collective action<li data-bbox="1384 437 2130 526">q. begin to understand that awareness of the problem does not always lead to action and begin to explore some of the reasons why
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Design & Technology

Skills & Knowledge Progression

Strands	EYFS	Key Stage One	
		Year One	Year Two
Cooking & Nutrition	<ul style="list-style-type: none"> a. begin to understand the importance of a healthy diet 	<ul style="list-style-type: none"> a. demonstrate correct handwashing technique prior to handling food b. use simple tools & techniques to prepare food (mixing, grating, peeling, butter knives etc) without a heat source c. understand that everyone should eat five portions of fruit and veg each day and the importance of remaining healthy d. know all food comes from plants and animals 	<ul style="list-style-type: none"> a. demonstrate how to prepare food hygienically b. use simple tools & techniques to prepare food (including safety knives with help) without a heat source c. select ingredients by describing them (taste, smell, texture, consistency) d. name and sort food into the five groups on The Eatwell Plate e. understand that food comes from plants and animals and needs to be farmed, caught or grown.
Design	<ul style="list-style-type: none"> a. construct with a purpose in mind 	<ul style="list-style-type: none"> a. design purposeful and appealing products based on simple design criteria b. generate and communicate their ideas through talking and a simple plan 	<ul style="list-style-type: none"> a. design functional and appealing products based on design criteria that are fit for purpose b. generate and develop their ideas, communicating them through a simple plan, mock-ups and IT (where appropriate) c. create a template
Make	<ul style="list-style-type: none"> a. use simple tools competently and appropriately b. select tools and techniques needed to shape, assemble and join materials 	<ul style="list-style-type: none"> a. use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing – scissors, staples, glue, tape, paint etc.) b. use a wide range of materials (including construction 	<ul style="list-style-type: none"> a. explain why they have chosen to use materials b. describe how to use simple tools and equipment safely c. use a range of simple tools and equipment accurately to perform practical tasks (e.g. cutting, shaping, joining and

		<p>materials) and tools to make a product that moves</p> <p>c. join textiles using glue, staples, tying or a simple stitch (using given holes)</p>	<p>finishing – scissors, staples, glue, tape, paint etc.)</p> <p>d. select and use appropriate materials, tools and components from a wide range to make a product that moves using a mechanism (wheels, lever, hinge)</p>
Evaluate		<p>a. explore existing products and describe how they (might) work</p> <p>b. evaluate their ideas and products, explaining what works well and not so well</p>	<p>a. explore existing products and evaluate them, explaining what they like and do not like about them, as well as what works well and not-so-well</p> <p>b. evaluate their ideas and products against their original design, explaining what works well and not so well</p>
Technical Knowledge		<p>a. understand materials have differing strengths and characteristics</p> <p>b. make a product/ structure stronger</p> <p>c. explore and create mechanisms in their products, made of paper and card (e.g. levels, sliders, wheels & axles, hinges)</p>	<p>a. understand that stability within a structure can be increased (usually via width of base or overlapping joins)</p> <p>b. make a product/ structure stronger and more stable</p> <p>c. explore and create mechanisms in their products, using alternative materials (non-paper based) (e.g. levels, sliders, wheels & axles, hinges)</p>

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Cooking & Nutrition	<ul style="list-style-type: none"> a. be safe and hygienic when handling food b. talk about which foods are healthy, and which are not c. begin to use a range of techniques to prepare food d. know that to be active and healthy, food and drink are needed to provide energy for the body 	<ul style="list-style-type: none"> a. weigh and measure ingredients accurately, following a recipe to make a dish, using a heat source with adult help, where appropriate b. use a range of techniques to prepare food, with adult help as required c. discuss that food is grown, reared and caught across the UK, Europe and wider world d. understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate e. understand and show safe working procedures (e.g. hazards relating to the use of ovens, sharp knives etc.) 	<ul style="list-style-type: none"> a. select ingredients to create a product to meet design criteria (e.g. healthy sandwich) b. use a range of techniques to prepare a savoury dish, using a heat source safely, with some adult input, where appropriate c. understand that recipes can be adapted to change the appearance, taste, texture and aroma, as well as for diet or lifestyle restrictions d. understand that seasons may affect food available and know what season various foods are available for harvest 	<ul style="list-style-type: none"> a. use a heat source (with little adult input) safely to cook a dish b. demonstrate how food ingredients should be stored c. understand that different food and drink contain different substances – nutrients, water and fibre- that are needed for health d. understand how food is processed into ingredients that can be eaten or used in cooking
Design	<ul style="list-style-type: none"> a. generate ideas for an item, considering its purpose and the user(s) b. identify a purpose and establish criteria for a successful product c. plan the order of working before starting d. explore, develop and communicate design 	<ul style="list-style-type: none"> a. generate ideas considering the purposes for which they are designing b. develop a clear idea of what has to be done, planning how to use materials, equipment and processes c. make labelled drawings from different views 	<ul style="list-style-type: none"> a. generate ideas through consumer research and identify a purpose for their product b. draw up a specification for their design c. carry out and use results of investigations, information sources, including ICT when developing design idea 	<ul style="list-style-type: none"> a. identify the needs, wants, preferences and values of their consumer and create product designs based on these b. communicate their ideas through detailed labelled drawings, including cross-sectional drawings and exploded diagrams

	<p>proposals by modelling ideas</p> <ul style="list-style-type: none"> e. make drawings with labels when designing f. model their ideas g. work confidently within a given context (e.g. the home, school, leisure, culture, enterprise, industry and the wider environment) 	<p>showing specific features</p> <ul style="list-style-type: none"> d. model their ideas using more complex prototypes e. work confidently within a greater range of contexts (e.g. the home, school, leisure, culture, enterprise, industry and the wider environment) 	<ul style="list-style-type: none"> d. produce a step-by-step plan, as a guide to making planning how to use materials, equipment and processes, that take account of the availability of resources through consumer research and identify a purpose for their product e. make labelled drawings from different views showing specific features f. work within a range of contexts (e.g. the home, school, leisure, culture, enterprise, industry and the wider environment) 	<ul style="list-style-type: none"> c. develop a design specification d. explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways, including through use computer-aided design e. plan the order of their work, choosing appropriate materials, tools and techniques and suggesting alternative methods of making if the first attempts fail f. work confidently within a range of contexts (e.g. the home, school, leisure, culture, enterprise, industry and the wider environment)
Make	<ul style="list-style-type: none"> a. work safely with a range of simple tools b. select appropriate tools, materials and components (including construction materials and textiles) and equipment suitable for the task c. measure, mark out, cut, score, join and assemble materials and components (including fabric) 	<ul style="list-style-type: none"> a. understand and show safe working procedures b. select tools and equipment in relation to the skills and techniques they will be using c. select materials and components suitable for the task, according to functional properties and aesthetic qualities d. measure, mark out, cut, score, join and assemble materials and components (including fabric) with more 	<ul style="list-style-type: none"> a. apply and demonstrate the rules for safe practices b. select tools and equipment in relation to the skills and techniques they will be using and explain the reason for their choice c. select materials and components suitable for the task, explaining their choice according to functional properties and aesthetic qualities d. measure, mark out, cut, score, join and 	<ul style="list-style-type: none"> a. confidently use techniques which involve a number of steps b. construct permanent products, with a good quality finish, by using a combination of appropriate tools, equipment, components (including electrical components), techniques and materials c. measure, mark out, cut, score, join and assemble materials and

		<p>accuracy, using appropriate tools, equipment and techniques</p> <p>e. use finishing techniques, strengthen and improve the appearance of their product using a range of equipment, including ICT</p>	<p>assemble materials and components (including fabric) safely and accurately, using appropriate tools, equipment and techniques</p> <p>e. accurately apply a range of finishing techniques, including those from art and design</p>	<p>components safely and accurately, using a variety of appropriate tools, equipment and techniques</p> <p>d. pin, sew and stitch materials together to create a product</p> <p>e. make modifications to their designs and product as they go along</p>
Evaluate	<p>a. disassemble and evaluate a familiar product by considering;</p> <ol style="list-style-type: none"> 1. how well products work to achieve their purpose 2. why materials have been chosen 3. whether products can be recycled or reused <p>b. evaluate their product against original design criteria (e.g. how well it meets intended purpose, strengths and areas for development in their ideas and product) and begin to theorise about why a design/ product was or wasn't successful</p> <p>c. evaluate the impact an inventor, designer, engineer, chef or manufacturer has had on a non-electrical product today (e.g.</p>	<p>a. evaluate existing products by considering (in addition to Year 3 evaluation criteria);</p> <ol style="list-style-type: none"> 1. who designed and made the products 2. where and when products were designed and made 3. how well products meet user needs and wants 4. how well products have been designed and made <p>b. evaluate their work both during and at the end of the project, suggesting improvements for their design and carry out appropriate tests</p> <p>c. evaluate the impact an inventor, designer, engineer, chef or manufacturer has had</p>	<p>a. evaluate existing products by considering (in addition to Year 4 evaluation criteria);</p> <ol style="list-style-type: none"> 1. what methods of construction have been used 2. how much products cost to make 3. how sustainable the materials in products are <p>b. evaluate ideas and products against the original design specification, both during and at the end of the project, suggesting alternative plans (including their positives and drawbacks)</p> <p>c. consider the views of others, including intended users, to improve their work</p> <p>d. evaluate the impact of inventors, designers,</p>	<p>a. evaluate existing products by considering (in addition to Year 5 evaluation criteria);</p> <ol style="list-style-type: none"> 1. how innovative products are 2. what impact products have beyond their intended purpose <p>b. critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make, carrying out appropriate tests and evaluate their product against clear criteria</p> <p>c. record their evaluations using drawings with labels</p> <p>d. evaluate the impact of different inventors, designers, engineers, chefs or manufacturers on an electrical product today, and how they</p>

	Galileo, Da Vinci, Darby etc.)	on an electrical product today (e.g. Tesla, Edison, Bell, Watt)	engineers, chefs or manufacturers on a ground-breaking, fuel-based product, and how they developed and improved on others work (e.g. space travel, flight, railway, steam engine)	developed and improved on others work (e.g. TV, computers)
Technical Knowledge	<ul style="list-style-type: none"> a. understand that simple mechanical systems have an input, process and output and what they are b. understand how simple mechanical systems create movement c. understand how 2D nets can be used to create 3D shapes d. make strong, stiff shell structures e. use a single fabric shape to make a 3D textiles product f. use mechanical systems (e.g. levers, linkages or pneumatic systems) to create movement 	<ul style="list-style-type: none"> a. understand that simple electrical circuits have an input, process and output and what they are b. understand how simple electrical systems work c. understand that materials have both functional properties and aesthetic qualities d. make strong, stiff shell structures and reinforce them e. use simple electrical circuits and components to create functional products (lights, buzzer etc.) f. use a computer programme to control their products 	<ul style="list-style-type: none"> a. understand that simple mechanical systems have an input, process and output and what they are/ could be b. understand how more complex mechanical systems create movement c. show understanding that materials can be combined and mixed to create more useful characteristics d. make a strong, stiff 3D framework e. use more complex mechanical systems (e.g. cams or pulleys or gears) to create movement f. use a computer programme to program and control their products g. make a 3D textile product from a combination of fabric shapes 	<ul style="list-style-type: none"> a. understand that electrical circuits have an input, process and output and what they are/ could be b. understand how more complex electrical systems work (e.g. with a switch) c. reinforce and strengthen a 3D framework d. use more complex electrical circuits and components to create functional products (e.g. switches, motors) e. program a computer to monitor changes in the environment and control their products

Computing

Skills & Knowledge Progression

Strands	EYFS	Key Stage One	
		Year One	Year Two
Programming	<ul style="list-style-type: none"> a. make a floor robot move b. use simple software to make something happen c. make choices about the buttons and icons I press, touch or click on 	<ul style="list-style-type: none"> a. give instructions to my friend and follow their instructions to move around b. describe what happens when I press buttons on a robot c. press the buttons in the correct order to make my robot do what I want d. describe what actions I will need to do to make something happen and begin to use the word algorithm e. begin to predict what will happen for a short sequence of instructions f. begin to use software/apps to create movement and patterns on a screen g. use the word debug when I correct mistakes when I program 	<ul style="list-style-type: none"> a. give instructions to my friend (using forward, backward and turn) and physically follow their instructions b. tell you the order I need to do things to make something happen and talk about this as an algorithm c. program a robot or software to do a particular task d. look at my friend's program and tell you what will happen e. use programming software to make objects move f. watch a program execute and spot where it goes wrong so that I can debug it
Handling Data	<ul style="list-style-type: none"> a. tell you different kinds of information such as pictures, video, text and sound 	<ul style="list-style-type: none"> a. talk about the different ways in which information can be shown b. use technology to collect information, including photos, video and sound c. sort different kinds of information and present it to others d. add information to a pictograph and talk to you about what I have found out 	<ul style="list-style-type: none"> a. talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder b. make and save a chart or graph using the data I collect c. talk about the data that is shown in my chart or graph d. begin to understand a branching database e. tell you what kind of information I could use to help me investigate a question
Multimedia	<ul style="list-style-type: none"> a. move objects on a screen b. create shapes and text on a screen c. use technology to show my reading 	<ul style="list-style-type: none"> a. be creative with different technology tools b. use technology to create and present my ideas c. use the keyboard or a word bank on my device to enter text 	<ul style="list-style-type: none"> a. use technology to organise and present my ideas in different ways b. use the keyboard on my device to add, delete and space text for others to read

		d. save information in a special place and retrieve it again	c. save and open files on the device I use
Technology In Our Lives	<ul style="list-style-type: none"> a. tell you about technology that is used at home and in school b. operate simple equipment c. use a safe part of the Internet to play and learn 	<ul style="list-style-type: none"> a. recognise the ways we use technology in our classroom b. recognise ways that technology is used in my home and community c. use links to websites to find information d. begin to identify some of the benefits of using technology 	<ul style="list-style-type: none"> a. tell you why I use technology in the classroom b. tell you why I use technology in my home and community c. begin to understand that other people have created the information I use d. identify benefits of using technology including finding information, creating and communicating e. talk about the differences between the Internet and things in the physical world
Online Safety	<ul style="list-style-type: none"> a. ask an adult when I want to use the internet b. tell an adult when something worrying or unexpected happens while I am using the internet c. be kind to my friends d. talk about the amount of time I spend on a computer/ tablet/ game device e. handle with care technology devices 	<ul style="list-style-type: none"> a. create, name and date my digital creative work b. safely search for images online c. keep personal information safe d. tell an adult when I see something worrying e. agree and follow sensible e-safety rules 	<ul style="list-style-type: none"> a. understand the term 'digital footprint' b. use keywords in an online search c. recognise an age appropriate website d. identify kind and unkind behaviour online e. talk about why it's important to be kind and polite online and in real life f. talk about the time I spend online g. know that not everyone is who they say they are in on the internet

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Programming	<ul style="list-style-type: none"> a. break an open-ended problem up into smaller parts b. put programming commands into a sequence to achieve a specific outcome c. keep testing my program and can recognise when I need to debug it d. use repeat commands e. describe the algorithm I will need for a simple task f. detect a problem in an algorithm which could result in unsuccessful programming 	<ul style="list-style-type: none"> a. use logical thinking to solve an open-ended problem by breaking it up into smaller parts b. use an efficient procedure to simplify a program c. use a sensor to detect a change which can select an action within my program d. know that I need to keep testing my program while I am putting it together e. use a variety of tools to create a program f. recognise an error in a program and debug it g. recognise that an algorithm will help me to sequence more complex programs h. recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology 	<ul style="list-style-type: none"> a. decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program b. refine a procedure using repeat commands to improve a program c. use a variable to increase programming possibilities d. change an input to a program to achieve a different output e. use 'if' and 'then' commands to select an action f. talk about how a computer model can provide information about a physical system g. use logical reasoning to detect and debug mistakes in a program h. use logical thinking, imagination and creativity to extend a program 	<ul style="list-style-type: none"> a. deconstruct a problem into smaller steps, recognising similarities to solutions used before b. explain and program each of the steps in my algorithm c. evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm d. recognise when I need to use a variable to achieve a required output e. use a variable and operators to stop a program f. use different inputs (including sensors) to control a device or onscreen action and predict what will happen g. use logical reasoning to detect and correct errors in a algorithms and programs.
Handling Data	<ul style="list-style-type: none"> a. talk about the different ways data can be organized b. search a ready-made database to answer questions 	<ul style="list-style-type: none"> g. organise data in different ways h. collect data and identify where it could be inaccurate 	<ul style="list-style-type: none"> a. use a spreadsheet and database to collect and record data 	<ul style="list-style-type: none"> a. plan the process needed to investigate the world around me b. select the most effective tool to

	<ul style="list-style-type: none"> c. collect data help me answer a question d. add to a database e. make a branching database f. use a data logger to monitor changes and can talk about the information collected 	<ul style="list-style-type: none"> i. plan, create and search a database to answer questions j. choose the best way to present data to my friends k. use a data logger to record and share my readings with my friends 	<ul style="list-style-type: none"> b. choose an appropriate tool to help me collect data c. present data in an appropriate way d. search a database using different operators to refine my search e. talk about mistakes in data and suggest how it could be checked 	<ul style="list-style-type: none"> collect data for my investigation c. check the data I collect for accuracy and plausibility d. interpret the data I collect e. present the data I collect in an appropriate way f. use the skills I have developed to interrogate a database
Multimedia	<ul style="list-style-type: none"> a. create different effects with different technology tools b. combine a mixture of text, graphics and sound to share my ideas and learning c. use appropriate keyboard commands to amend text on my device, including making use of a spellchecker d. evaluate my work and improve its effectiveness e. use an appropriate tool to share my work online 	<ul style="list-style-type: none"> a. use photos, video and sound to create an atmosphere when presenting to different audiences b. be confident to explore new media to extend what I can achieve c. change the appearance of text to increase its effectiveness d. create, modify and present documents for a particular purpose e. use a keyboard confidently and make use of a spellchecker to write and review my work f. use an appropriate tool to share my work and collaborate online g. give constructive feedback to my 	<ul style="list-style-type: none"> a. use text, photo, sound and video editing tools to refine my work b. use the skills I have already developed to create content using unfamiliar technology c. select, use and combine the appropriate technology tools to create effects that will have an impact on others d. select an appropriate online or offline tool to create and share ideas e. review and improve my own work and support others to improve their work 	<ul style="list-style-type: none"> a. talk about audience, atmosphere and structure when planning a particular outcome b. confidently identify the potential of unfamiliar technology to increase my creativity c. combine a range of media, recognising the contribution of each to achieve a particular outcome d. tell you why I select a particular online tool for a specific purpose e. be digitally discerning when evaluating the effectiveness of my own work and the work of others

		friends to help them improve their work and refine my own work.		
Technology In Our Lives	<ul style="list-style-type: none"> a. save and retrieve work on the Internet, the school network or my own device b. talk about the parts of a computer c. tell you ways to communicate with others online d. describe the World Wide Web as the part of the Internet that contains websites e. use search tools to find and use an appropriate website f. think about whether I can use images that I find online in my own work. 	<ul style="list-style-type: none"> a. tell you whether a resource I am using is on the Internet, the school network or my own device b. identify key words to use when searching safely on the World Wide Web c. think about the reliability of information I read on the World Wide Web d. tell you how to check who owns photos, text and clipart e. create a hyperlink to a resource on the World Wide Web f. recognise that websites use different methods to advertise products 	<ul style="list-style-type: none"> a. describe different parts of the Internet b. use different online communication tools for different purposes c. use a search engine to find appropriate information and check its reliability d. recognise and evaluate different types of information I find on the World Wide Web e. describe the different parts of a webpage f. find out who the information on a webpage belongs to g. know which resources on the Internet I can download and use h. describe the ways in which websites advertise their products to me 	<ul style="list-style-type: none"> a. tell you the Internet services I need to use for different purposes b. describe how information is transported on the Internet c. select an appropriate tool to communicate and collaborate online d. talk about the way search results are selected and ranked e. check the reliability of a website f. tell you about copyright and acknowledge the sources of information that I find online g. know that websites can use my data to make money and target their advertising
Online Safety	<ul style="list-style-type: none"> a. understand 'cyber bullying' and how to address it b. understand how websites use adverts to promote products c. create strong passwords and understand privacy settings d. explore different ways children can 	<ul style="list-style-type: none"> a. understand 'cyber bullying' and how to address it b. choose websites and games appropriate for my age c. understand 'plagiarism' and how to avoid it d. use the safety features of websites 	<ul style="list-style-type: none"> a. protect my password and other personal information b. explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult c. know that anything I post online can be 	<ul style="list-style-type: none"> a. make comparisons between bullying and 'cyber bullying' b. protect my password and other personal information c. explain the consequences of sharing too much about myself online d. support my friends to protect themselves

	<p>communicate online positively</p> <ul style="list-style-type: none"> e. recognise websites and games appropriate for my age f. make good choices about the time I spend online g. understand the dangers of downloading files and games from the internet 	<p>as well as reporting concerns to adults</p> <ul style="list-style-type: none"> e. choose a secure password when I am using a website f. talk about the ways I can protect myself and my friends from online g. know that anything I post online can be seen by others h. comment respectfully and positively online i. talk about the dangers of spending too much time online 	<p>seen, used and may affect others.</p> <ul style="list-style-type: none"> d. talk about the dangers of spending too long online or playing a game e. explain the importance of communicating kindly and respectfully f. discuss the importance of choosing an age-appropriate website or game g. explain why I need to protect my computer and device from harm h. recognise how photos can be edited and how information online can be inaccurate 	<p>and make good choices online, including reporting concerns to an adult</p> <ul style="list-style-type: none"> e. explain the consequences of spending too much time online or on a game f. explain the consequences to myself and others of not communicating kindly and respectfully g. protect my computer or device from harm on the Internet
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Place and Time

Place & Time

The Place & Time Domain encompasses the following subjects:

- History
- Geography

We recognise the importance of Place and Time within our curriculum design. As a 'pivotal' domain, typically, three of the six half terms in an academic year will have an overarching history and/or geography theme.

We recognise curriculum time can be limited so, where themes allow, teachers should look to teach Geography and History in combination, whilst ensuring Geography and History curriculum coverage.

The progressions of skills and knowledge in Place and Time are based on the theory of building composite knowledge from smaller components. Examples and guidance of how a curriculum may be designed for Place and Time are available on the Trust SharePoint and will be supported by the Place and Time domain lead in each school.

Geography

A high-quality geography education will inspire in pupils a curiosity and fascination about our world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and how they have and continue to impact upon each other. It should inspire pupils' curiosity to know more about the past, and, in doing so, to understand better the world we live in today.

Teaching should equip pupils to ask and answer perceptive questions, think critically, weigh evidence, sift arguments, and develop diverse perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

-Place & Time Domain Team

The History curriculum should ensure a breadth of local, national and global studies. We recognise our youngest learners, will begin their historical journey with a smaller view of the world, which will then progressively grow as they move through each key stage.

We want to avoid a fragmented History curriculum and support children to make sufficient connections through the periods they study and ensure thematic knowledge progression, regardless of the chronological context. This will be achieved through key substantive threads, where children will revisit key concepts across different time periods. When planning units, these are the threads that schools will need to give opportunities for children to explore. This will be achieved through revisiting key common substantive threads throughout the topics covered in each year.

Substantive Threads	Possible areas to cover
Society and culture	Food, settlements and clothing
Trade and money	Exports/imports and currency
Politics and leadership	Dynasty, monarchy and governments
Invasion and conflict	Rebellion and war

Our curriculum will allow learners to build upon their chronological understanding. The chronological model we have developed will support knowledge progression, enabling children to link knowledge and allow a deepening chronological understanding year on year.

Curriculum Pathway			
EYFS	Early scaffolding of chronological understanding		
Y1	Changes within living memory <ul style="list-style-type: none"> Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally <ul style="list-style-type: none"> [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 		
Y2	The lives of significant individuals in the past who have contributed to national and international achievements <ul style="list-style-type: none"> Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Significant historical events, people and places in their own locality		
	Pre-1066	Middle Ages (1066 to 1850)	Post-Industrial Revolution (1850 – Present Day)
Y3			
Y4			
Y5			
Y6			

Substantive threads

History

Knowledge and Skills Progression

Strands	Key Stage One	
	Year One	Year Two
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> a. recall some facts about people/events before living memory b. say why people may have acted the way they did 	<ul style="list-style-type: none"> a. use information to describe the past b. describe the differences between then and now c. look at evidence to give and explain reasons why people in the past may have acted in the way they did d. recount the main events from a significant event in history
Historical enquiry	<ul style="list-style-type: none"> a. identify different ways in which the past is represented b. explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" c. look at objects from the past and ask questions i.e, "What were they used for?" and try to answer them 	<ul style="list-style-type: none"> a. identify different ways in which the past is represented b. ask questions about the past c. use a wide range of information to answer questions
Chronological understanding	<ul style="list-style-type: none"> a. understand the difference between things that happened in the past and the present b. describe things that happened to themselves and other people in the past c. order a set of events or objects d. use a timeline to place important events e. use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young 	<ul style="list-style-type: none"> a. understand and use the words past and present when telling others about an event b. recount changes in my own life over time c. understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me d. use a timeline to place important events
Historical interpretation	<ul style="list-style-type: none"> a. look at books, videos, photographs, pictures and artefacts to find out about the past 	<ul style="list-style-type: none"> a. look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past
Organisation and communication	<ul style="list-style-type: none"> a. sort events or objects into groups (i.e. then and now) b. use timelines to order events or objects c. tell stories about the past d. talk, write and draw about things from the past 	<ul style="list-style-type: none"> a. describe objects, people or events in history b. use timelines to order events or objects or place significant people c. communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> a. use evidence to describe the culture and leisure activities from the past b. use evidence to describe the clothes, way of life and actions of people in the past c. use evidence to describe buildings and their uses of people from the past 	<ul style="list-style-type: none"> a. use evidence to describe what was important to people from the past b. use evidence to show how the lives of rich and poor people from the past differed c. describe similarities and differences between people, events and artefacts studied d. describe how some of the things I have studied from the past affect/influence life today 	<ul style="list-style-type: none"> a. choose reliable sources of information to find out about the past b. give reasons why changes may have occurred, backed up by evidence c. describe similarities and differences between some people, events and artefacts studied d. describe how historical events studied affect/influence life today e. make links between some of the features of past societies. (e.g. religion, houses, society, technology) 	<ul style="list-style-type: none"> a. choose reliable sources of information to find out about the past b. give reasons why changes may have occurred, backed up by evidence c. describe similarities and differences between some people, events and artefacts studied d. describe how some of the things studied from the past affect/influence life today e. make links between some of the features of past societies. (e.g. religion, houses, society, technology)
Historical enquiry	<ul style="list-style-type: none"> a. use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past b. ask questions and find answers about the past 	<ul style="list-style-type: none"> a. use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past b. ask questions and find answers about the past 	<ul style="list-style-type: none"> a. use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past b. choose reliable sources of evidence to answer questions, 	<ul style="list-style-type: none"> a. use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past b. choose reliable sources of evidence to answer questions,

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
			<p>realising that there is often not a single answer to historical questions</p> <p>c. investigate own lines of enquiry by posing questions to answer</p>	<p>realising that there is often not a single answer to historical questions</p> <p>c. investigate own lines of enquiry by posing questions to answer</p>
Chronological understanding	<p>a. understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>b. use a timeline to place historical events in chronological order</p> <p>c. describe dates of and order significant events from the period studied</p>	<p>a. understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>b. order significant events and dates on a timeline</p> <p>c. describe the main changes in a period in history</p>	<p>a. understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>b. order significant events, movements and dates on a timeline</p> <p>c. describe the main changes in a period in history</p>	<p>a. order significant events, movements and dates on a timeline</p> <p>b. identify and compare changes within and across different periods</p> <p>c. understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain</p>
Historical interpretation	<p>a. explore the idea that there are different accounts of history</p>	<p>a. look at different versions of the same event in history and identify differences</p> <p>b. know that people in the past represent events or ideas in a way that persuades others</p>	<p>a. understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history</p> <p>b. give reasons why there may be different accounts of history</p> <p>c. evaluate evidence to choose the most reliable forms</p>	<p>a. evaluate evidence to choose the most reliable forms</p> <p>b. know that people both in the past have a point of view and that this can affect interpretation</p> <p>c. give clear reasons why there may be different accounts of history, linking this to factual understanding of the past</p>

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Organisation and communication	a. communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT	a. communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT	a. communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT b. plan and present a self-directed project or research about the studied period	a. communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT b. plan and present a self-directed project or research about the studied period

Geography

Knowledge and Skills Progression

Strands	By the end of Key Stage One	By the end of Key Stage Two
Locational Knowledge	<ul style="list-style-type: none"> a. name and locate 7 continents and 5 oceans b. name, locate and identify characteristics of the 4 countries and capitals of UK and surrounding seas 	<ul style="list-style-type: none"> a. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities b. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time c. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place Knowledge	<ul style="list-style-type: none"> a. compare similarities and differences between a small area in UK and a contrasting non-European country 	<ul style="list-style-type: none"> a. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
Human and Physical Geography	<ul style="list-style-type: none"> a. identify seasonal and daily weather patterns in UK. Location of hot and cold areas of the world in relation to the equator and the poles b. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather c. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle b. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Skills Progression

Strands	Key Stage One	
	Year One	Year Two
Make Geographical Enquiry	<ul style="list-style-type: none"> a. teacher led enquiries, to ask and respond to simple closed questions b. investigate their surroundings 	<ul style="list-style-type: none"> a. ask simple geographical questions; Where is it? What's it like? b. investigate their surroundings in more detail c. begin to record evidence provided
Apply Geographical Skills	<ul style="list-style-type: none"> a. use information books/pictures as sources of information b. use simple geographical language c. learn names of some places within/around the local environment d. use a simple picture map to move around the school e. draw picture maps of imaginary places and from stories f. use own symbols on imaginary map g. follow simple directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> a. use Non-Fiction books, stories, maps, photos and internet as sources of information b. use appropriate geographical language c. use an infant atlas to locate places, oceans and continents d. make maps and construct simple keys e. follow a route on a map and give directions f. use simple compass directions (North, South, East, West)
Compare and Contrast Localities	<ul style="list-style-type: none"> a. make observations about where things are within school or local area 	<ul style="list-style-type: none"> a. make appropriate observations about why things happen and simple comparisons between features of different places
Understand the Human Impact on the World	<ul style="list-style-type: none"> a. recognise human changes in the environment 	<ul style="list-style-type: none"> b. recognise how the environment may be improved and sustained by human action

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Make Geographical Enquiry	<ul style="list-style-type: none"> a. begin to ask/initiate geographical questions b. investigate places and themes at more than one scale c. explore geographical issues through discussion or through drama using role play e.g. views on building a new quarry d. begin to collect and record evidence aided 	<ul style="list-style-type: none"> a. ask and respond to questions and offer their own ideas b. investigate places and themes at more than one scale c. explore geographical issues through discussion or through drama using role play e.g. views on building a new quarry d. collect and record evidence with some aid 	<ul style="list-style-type: none"> a. begin to suggest questions for investigating b. investigate places with more emphasis on the larger scale; contrasting and distant places c. present their findings both graphically and in writing d. collect and record evidence unaided 	<ul style="list-style-type: none"> a. suggest questions for investigating b. investigate places with more emphasis on the larger scale; contrasting and distant places c. present their findings both graphically and in writing d. collect and record evidence unaided
Apply Geographical Skills	<ul style="list-style-type: none"> a. develop use Non-Fiction books, stories, atlases, photos and internet as sources of information b. develop use of appropriate geographical language c. begin to identify points on maps d. locate places on larger scale maps e.g. map of Europe e. follow a route on a map with some accuracy. (e.g. whilst orienteering) f. use an atlas to locate places 	<ul style="list-style-type: none"> a. extend to satellite images, aerial photographs b. develop use of appropriate geographical language to communicate their findings c. begin to identify significant places and environments d. locate places on large scale maps, (e.g. Find UK or India on globe) e. follow a route on a small scale map f. confidently use an atlas to locate places 	<ul style="list-style-type: none"> a. begin to use primary and secondary sources of evidence in their investigations b. communicate their findings using appropriate vocabulary c. identify significant places and environments d. compare maps with aerial photographs e. follow a route on a large scale map f. begin to use atlases to find out about other features of places (e.g. find wettest part of the world) 	<ul style="list-style-type: none"> a. use primary and secondary sources of evidence in their investigations b. communicate their findings using appropriate vocabulary c. confidently identify significant places and environments d. locate places on a world map e. describe features shown on OS map f. follow a short route on an OS map g. use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Compare and Contrast Localities	a. analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations	a. analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	a. analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	a. analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Understand the Human Impact on the World	a. identify and explain different views of people including themselves	a. identify and explain different views of people including themselves	a. identify and explain different views of people including themselves	a. give increased detail of views, give detailed reasons influencing views and how they are justified



Communication, Language & Literacy

Communication, Language & Literacy

The CLL Domain encompasses the following subjects:

- English
 - Speaking and Listening
 - Reading
 - Writing

- Modern Foreign Languages

At The Oak Partnership Trust, we believe that Communication, Language and Literacy (CLL) is an essential key skill needed in all aspects of everyday life.

The teaching and learning of CLL skills is given a high priority within the Trust, including across the wider-curriculum within our schools

CLL is crucial to help to develop pupils' cultural, emotional and intellectual awareness, so individuals can fully participate in the world around them.

The trust recognises all skills of language are essential to participating fully as a member of society. The Trust promotes a high-quality CLL education, which teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.

Through reading in particular, our pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature and oracy especially, play a key role in such development across our schools. Reading a wide range of literature also enables pupils to acquire knowledge and to build on previous learning.

The progressions of skills and knowledge in CLL subjects are based on the theory of building composite knowledge from smaller components.

-Communication, Language & Literacy Domain Team

Spoken Language and Oracy

As a Trust, we believe that the development of Spoken Language and Oracy skills, are an integral part of the curriculum in their own right and provide a platform for all areas of learning and development to take place. We want to create an oracy rich community where every member has the skills to communicate effectively, believes they have a voice, and feels valued and listened to. The Trust is working with Voice 21, the UK's leading oracy charity, to drive forward this commitment overtime.

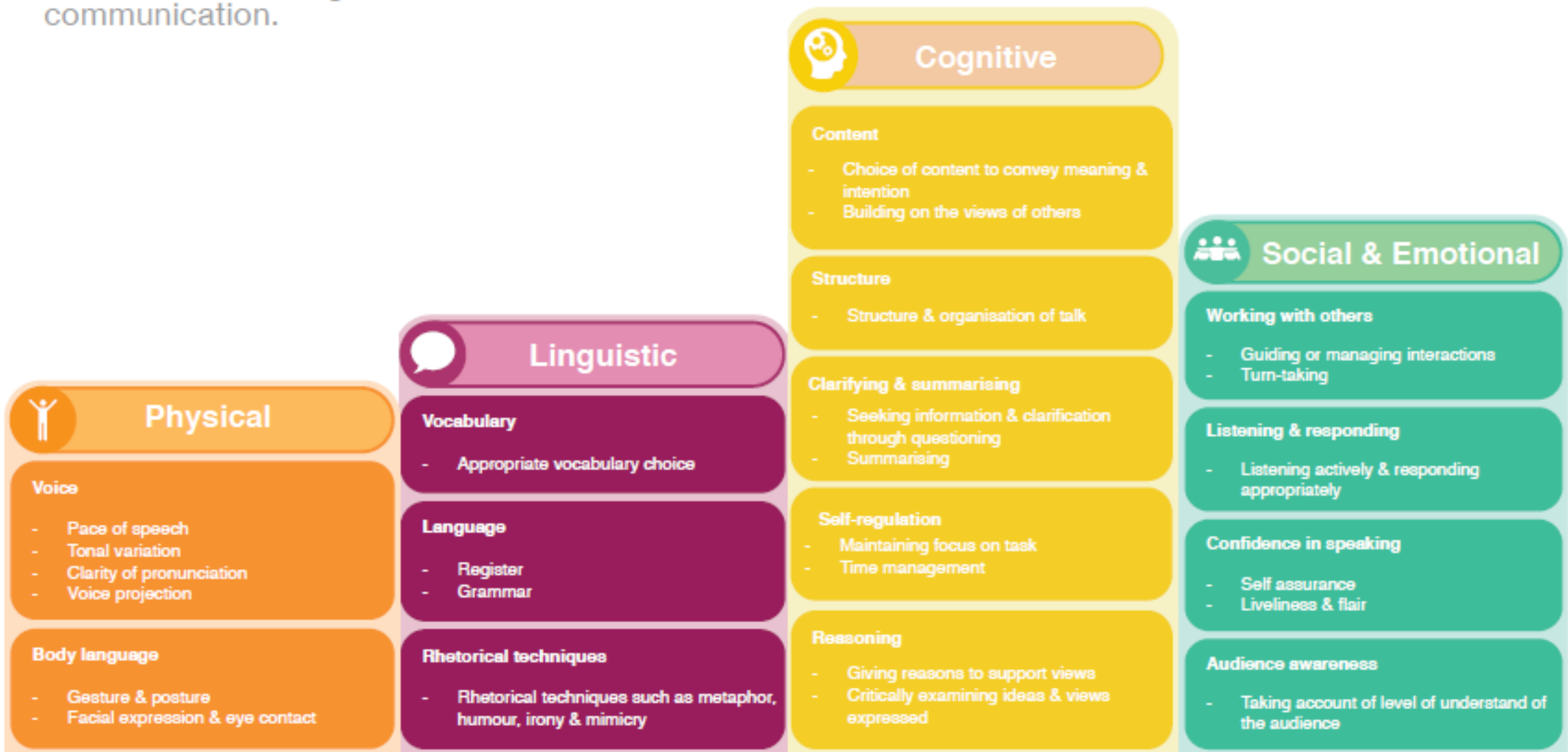
Oracy is the ability to articulate ideas, develop understanding and engage with others, through spoken language. It is a powerful tool for learning; by teaching students to become more effective speakers and listeners, we empower them to better understand themselves, each other, and the world around them. (Voice 21, 2022)

Whilst we are embarking on this journey to establish our Oracy curriculum as a Trust, we will be using the Oracy Framework, overleaf, within our schools to support the understanding and development of oracy skills.



The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Skills and Knowledge Progression

Strands	EYFS	Key Stage One	
		Year One	Year Two
Listen and Respond	<ul style="list-style-type: none"> a. Understand how to listen carefully and why listening is important. b. Ask questions to find out more and to check they understand what has been said to them. c. Engage in story times d. Listen to and talk about stories to build familiarity and understanding. e. Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. f. Listen carefully to rhymes and songs, paying attention to how they sound. g. Learn rhymes, poems, and songs h. ELG – listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, and during whole class discussions and small group interactions. i. ELG – make comments about what they have heard and ask questions to clarify their understanding. j. ELG – hold conversation when engaged in back-and-forth exchanges with their teachers and peers. 	<ul style="list-style-type: none"> a. listen and respond to the speaker making simple comments and suggestions b. make helpful contributions when speaking in turns, in pairs and in small groups 	
Ask Relevant Questions		<ul style="list-style-type: none"> a. begin to ask questions that link clearly to the topic being discussed b. show that the conversation is being followed through the questions that are asked 	

Strands	EYFS	Key Stage One	
		Year One	Year Two
Build Vocabulary	<ul style="list-style-type: none"> a. engage in story times b. learn new vocabulary c. use new vocabulary through the day d. develop social phrases e. use new vocabulary in different contexts. 	<ul style="list-style-type: none"> f. be encouraged to listen to and use new vocabulary to develop their own vocabularies g. be given opportunities to use this vocabulary in a variety of meaningful contexts h. be encouraged to think of alternatives for simple vocabulary choices 	
Articulate and Justify	<ul style="list-style-type: none"> a. articulate their ideas and thoughts in well-formed sentences. b. answer 'how' and 'why' questions about their experiences and in response to stories or events 	<ul style="list-style-type: none"> a. answer questions clearly in sentences b. give a reason for their answer when asked c. be encouraged to explore why they have certain thoughts or opinions 	
Descriptions, Explanations and Narratives	<ul style="list-style-type: none"> a. connect one idea or action to another using a range of connectives. b. describe events in some detail. c. use talk to help work out problems and organise thinking and activities. d. use talk to explain how things work and why they might happen. e. develop their own narratives and explanations by connecting ideas or events f. ELG – Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. 	<ul style="list-style-type: none"> a. be able to describe their immediate world and environment b. talk about themselves clearly and confidently c. retell simple stories / recounts 	
Maintain Attention	<ul style="list-style-type: none"> a. engage in story times b. give their attention to what others say and respond appropriately, while engaged in another activity 	<ul style="list-style-type: none"> a. remain focused on a conversation when not directly involved and are able to recall the main points when questioned 	

Strands	EYFS	Key Stage One	
		Year One	Year Two
Develop Understanding	a. use talk to explain how things work and why they might happen.	b. begin to offer ideas and suggestions based on what has been heard - for example in response to reading or watching an experiment	
Speak Audibly and Fluently	a. use past, present and future forms accurately when talking about events that have happened or are to happen in the future	a. speak clearly when talking in class b. speak in grammatically correct sentences	
Participation	a. engage in story times b. ELG - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	c. know when it is their turn to speak in a simple presentation / discussion d. take part in role play to find out about different characters and situations e. take different roles in a drama / role play to explore how others felt about a character's actions	
Reader Interest	a. express themselves effectively, showing awareness of listeners' needs.	a. speak clearly so that the listener can hear what is said b. organise thoughts into sentences before expressing them c. choose words to add interest or detail	
Consider Different Viewpoints		a. know that different people have different ideas / responses and recognise that these are as valuable as their own	
Communicate Effectively	a. ELG – Express their ideas and feeling about their experiences using full sentences, including use of past, present and future tenses, and making use of conjunction, with modelling and support from their teacher.	b. notice how different speakers talk and consider why this might be the case	

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Listen and Respond	<ul style="list-style-type: none"> a. respond to a speaker's main ideas, developing them through comments and suggestions b. build on ideas shared c. work in a variety of group situations following appropriate etiquette for group dynamics 		<ul style="list-style-type: none"> a. show a clear understanding of the main points of a conversation / discussion b. be able to articulate and develop the speaker's ideas in different ways c. make reference to others comments when articulating own ideas d. participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group 	
Ask Relevant Questions	<ul style="list-style-type: none"> a. generate questions to ask a specific speaker / audience in response to a talk / conversation b. ask questions in direct response to something heard / presented 		<ul style="list-style-type: none"> a. spontaneously ask questions which develop the conversation and take ideas or knowledge further 	
Build Vocabulary	<ul style="list-style-type: none"> a. be encouraged to develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects b. use new vocabulary within the correct context c. discuss a wider range of topics which are perhaps unfamiliar to own direct experience 		<ul style="list-style-type: none"> a. use vocabulary appropriately and for effect b. use appropriate terminology linked to other curriculum subjects c. talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions 	
Articulate and Justify	<ul style="list-style-type: none"> a. give answers to questions that are supported by justifiable reasons b. support own ideas and opinions with explanation 		<ul style="list-style-type: none"> a. sustain an argument and follow a train of thought, returning to main ideas throughout the course of the conversation b. present ideas / opinions coherently, supported with reasons 	
Descriptions, Explanations and Narratives	<ul style="list-style-type: none"> a. develop ideas and feelings through sustained talk b. organise what they want to say so that it is clear to the listener c. give descriptions d. recall events / stories / recount experiences with some added detail to engage the listener 		<ul style="list-style-type: none"> a. talk about feelings, thoughts and ideas with some detail to make meaning explicit b. present information clearly and in an appropriate form to the listener c. plan and present information, verbally selecting the appropriate format and style to match the purpose d. sustain a longer conversation about a given topic 	
Maintain Attention	<ul style="list-style-type: none"> a. show through the contributions made and questions asked that they have followed a conversation 		<ul style="list-style-type: none"> a. summarise another person's contribution to a discussion, adding their own interpretation / opinion based on what has been heard 	

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Develop Understanding	a. develop ideas and expand on these building on what others say Adapt these ideas in light of new information		a. offer ideas and support these with reasoning b. be prepared to change these as new information comes to light and make reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus	
Speak Audibly and Fluently	a. speak to a wider audience e.g. whole school in assembly b. adapt speaking style to suit the audience		a. articulate thoughts clearly when presenting to a range of audiences b. adopt a formal / informal tone as appropriate to the situation	
Participation	a. prepare and present information orally b. participate in discussions by listening to others and building on from what has been said c. participate in drama, improvisation and role play activities, showing an understanding of a character by choice of vocabulary to indicate feelings and emotions		a. present information in a variety of ways to a range of audiences b. take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused c. perform to wider audiences combining words, gestures and movement d. participate in debates, following appropriate etiquette, and conventions	
Reader Interest	a. adapt language, tone and style to suit the purpose of the listener b. planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener		a. be aware of the listener and adapt talk to maintain the listener's interest b. express and explain relevant ideas with some elaboration to make meaning explicit c. maintain control and effective organisation of a talk to guide the listener d. adapt vocabulary, grammar and non-verbal features to maintain listener's interest	
Consider Different Viewpoints	a. take account of the viewpoints of others when building own arguments and offering responses		b. make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions	
Communicate Effectively	a. begin to adapt suitable styles of delivery dependent on task / audience b. recognise how language choices vary in different situations		a. explain how language use varies in different situations. b. reflect this understanding in the choices made for delivering talk	

Reading

The Teaching of Reading

As a Trust, Scarborough's Reading Rope (below) is a fundamental model that illustrates our understanding of how to enable skilled reading within pupils at our schools. We promote rich reading opportunities within which these 'strands' develop over time with more teaching and experience.

With practice, we aim to ensure that the 'Word Recognition' strands become increasingly automatic so our pupils become fluent readers, and we teach the 'Language Comprehension' strands with the view that pupils become increasingly strategic in their use as they meet texts that are more complex.

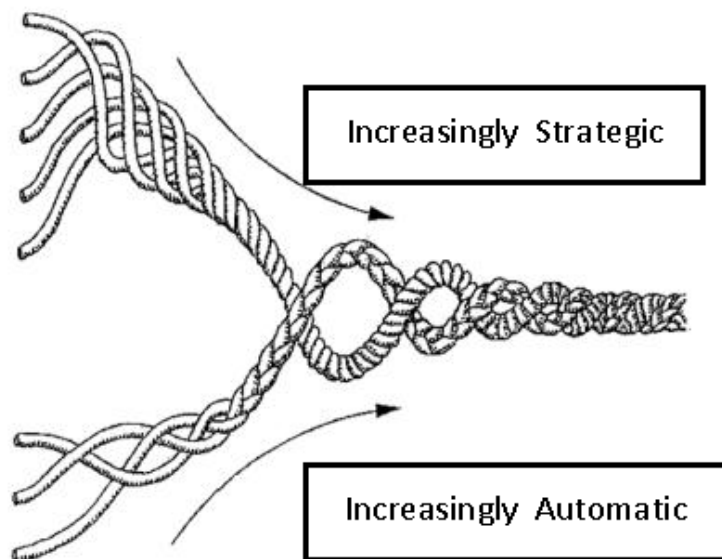
(Scarborough, 2001)

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition.



Skilled Reading:
Fluent execution and coordination of word recognition and text comprehension.

Skills Progression

Strands	EYFS	Key Stage One	
		Year One	Year Two
Word Reading	<ul style="list-style-type: none"> a. read individual letters by saying the sounds for them b. blend sounds into words, so that they can read short words made up of know letter-sound correspondences. c. read some letter groups that each represent one sound and say sounds for them. d. read a few common exception words matched to the school's phonic programme. e. read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words. f. re-read these books to build up their confidence in word reading, their fluency and their understanding, and enjoyments. g. ELG – say a sound for each letter in the alphabet and at least 10 digraphs. h. ELG – read words consistent with their phonic knowledge by sound-blending. i. ELG – read aloud simple sentences and books that are consistent with their phonic 	<ul style="list-style-type: none"> a. apply phonic knowledge and skills as the route to decode words b. respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes c. read accurately by blending sounds in unfamiliar words containing GPCs that have been taught d. read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word e. read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings f. read other words of more than one syllable that contain taught GPCs g. read words with contractions, and understand that the apostrophe represents the omitted letter(s) h. read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words i. re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> a. continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent b. read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes c. read accurately words of two or more syllables that contain the same graphemes as above d. read words containing common suffixes e. read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word f. read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered g. read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation h. reread these books to build up their fluency and confidence in word reading

Strands	EYFS	Key Stage One	
		Year One	Year Two
	knowledge, including some common exception words.		
Comprehension	<ul style="list-style-type: none"> a. re-read books to build up their understanding. b. ELG – demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. c. ELG – anticipate (where appropriate) key events in stories. d. ELG – use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play. 	<ul style="list-style-type: none"> a. develop pleasure in reading, motivation to read, vocabulary and understanding b. listen to and discuss a wide range of poems, stories and non-fiction at a level beyond those they can read independently c. link what they read or hear to their own experiences d. become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics e. recognise and join in with predictable phrases f. learn to appreciate rhymes and poems to recite rhymes and poems by heart g. discuss word meanings, linking new meanings to those already known h. develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher i. check that the text makes sense to them as they read and correcting inaccurate reading j. discuss the significance of the title and events k. make inferences on the basis of what is being said and done l. predict what might happen on the basis of what has been read so far m. participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> a. develop pleasure in reading, motivation to read, vocabulary and understanding b. listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently c. discuss the sequence of events in books and how items of information are related d. become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales e. be introduced to non-fiction books that are structured in different ways f. recognise simple recurring literary language in stories and poetry g. discuss and clarify the meanings of words, linking new meanings to known vocabulary h. discuss their favourite words and phrases i. continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear j. develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher

Strands	EYFS	Key Stage One	
		Year One	Year Two
		<p>n. explain clearly their understanding of what is read to them</p>	<p>k. check that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>l. make inferences on the basis of what is being said and done</p> <p>m. answer and ask questions</p> <p>n. predict what might happen on the basis of what has been read so far</p> <p>o. participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>p. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Word Reading	<ul style="list-style-type: none"> a. apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet b. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 		<ul style="list-style-type: none"> a. apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. 	
Comprehension	<ul style="list-style-type: none"> a. develop pleasure in reading, motivation to read, vocabulary and understanding b. discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks c. read books that are structured in different ways and read for a range of purposes d. use dictionaries to check the meaning of words that they have read e. increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally f. identify themes and conventions in a wide range of books g. prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action h. discuss words and phrases that capture the reader's interest and imagination i. recognise some different forms of poetry j. In books read independently: check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context k. ask questions to improve their understanding of a text l. draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence m. predict what might happen from details stated and implied n. identify main ideas drawn from more than one paragraph and summarise these o. identify how language, structure, and presentation contribute to meaning p. retrieve and record information from non-fiction 		<ul style="list-style-type: none"> a. develop pleasure in reading, motivation to read, vocabulary and understanding b. read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks c. read books that are structured in different ways d. read for a range of purposes e. increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions f. recommend books that they have read to their peers, giving reasons for their choices g. identify and discuss themes and conventions in and across a wide range of writing h. make comparisons within and across books i. learn a wider range of poetry by heart j. prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience k. check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context l. ask questions to improve their understanding m. draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence n. predict what might happen from details stated and implied o. summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	

	<p>q. participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>p. identify how language, structure and presentation contribute to meaning</p> <p>q. discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>r. distinguish between statements of fact and opinion</p> <p>s. retrieve, record and present information from non-fiction</p> <p>t. participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>u. explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>v. provide reasoned justifications for their views</p>
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Writing

Skills Progression

Strands	EYFS	Key Stage One	
		Year One	Year Two
Composition, Cohesion and Effect			<ul style="list-style-type: none"> a. develop positive attitudes to writing, and build stamina, by writing narratives about personal experiences and those of others (real and fictional) b. write about real events, writing poetry and writing for different purposes
Planning		<ul style="list-style-type: none"> a. say out loud what they are going to write about independently b. choose what to write about c. orally rehearse, plan and develop own imaginative ideas for settings and characters in stories, using ideas from reading for some incidents and events d. begin to plan stories with a simple structure: beginning/middle/end e. assemble information on a subject e.g. food, pets 	<ul style="list-style-type: none"> a. consider what they are going to write before beginning by: <ol style="list-style-type: none"> 1. planning or saying out loud what they are going to write about 2. encapsulating what they want to say, sentence by sentence 3. writing down ideas and/or key words, including new vocabulary b. plan own story with a logical sequence of events c. assemble information on a subject
Drafting & Writing: Narrative	<ul style="list-style-type: none"> a. write simple sentences which can be read by themselves and others b. ELG – write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> a. compose a sentence orally before writing it b. write stories by sequencing sentences to form short narratives c. use time words to aid sequencing and organise events d. re-tell/imitate familiar stories and recounts events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event 	<ul style="list-style-type: none"> a. imitate or adapt familiar stories about familiar characters b. write own story, grouping complete sentences together to tell each part c. select appropriate words/phrases and include relevant details that sustain the reader/listener's interest, justifying choices d. explore characters' feelings and situations, using role play and improvisation e. use some formal story language

Strands	EYFS	Key Stage One	
		Year One	Year Two
		<ul style="list-style-type: none"> e. include story language and sentence patterns e.g. one day, suddenly f. continue and use a repeating pattern g. list words and phrases to describe details of first hand experiences using senses h. make some choices of appropriate vocabulary i. act out stories and portray characters and their motives 	<ul style="list-style-type: none"> f. maintain consistency in tense g. write some dialogue (no expectation of speech punctuation) h. suggest viewpoint with brief comments or questions on actions or situations
Drafting & Writing: Non-Narrative		<ul style="list-style-type: none"> a. sequence sentences to write simple non-fiction text types linked to topics of interest/study or to personal experience b. begin to make some choices of appropriate vocabulary (e.g. defensive, wooden castle as opposed to haunted, spooky castle) c. use simple features correctly e.g. greeting in a letter, numbers in a list 	<ul style="list-style-type: none"> a. write simple information texts, incorporating labelled pictures and diagrams and use language appropriate to the text type b. use some features of the given form maintaining consistency in purpose and tense c. suggest viewpoint with brief comments or questions on actions or situations
Drafting & Writing: Poetry		<ul style="list-style-type: none"> a. continue and use a repeating pattern in poetry writing 	<ul style="list-style-type: none"> a. choose words carefully for effect in poetry, e.g. use of alliteration b. write poems following a modelled style
Proof-reading, editing and evaluating	<ul style="list-style-type: none"> a. re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> b. discuss what they have written with the teacher or other pupils c. re-read what they have written to check that it makes sense and attempt to edit for sense. 	<ul style="list-style-type: none"> a. make simple additions, revisions and corrections to writing by: <ul style="list-style-type: none"> 1. proof-reading to check for errors in spelling, grammar and punctuation 2. evaluating writing with the teacher and other pupils 3. re-reading to check writing makes sense and that verbs to indicate time are used correctly and consistently

Strands	EYFS	Key Stage One	
		Year One	Year Two
Presenting		<ul style="list-style-type: none"> a. read aloud their writing clearly enough to be heard by peers and teacher. 	<ul style="list-style-type: none"> a. read aloud what has been written with appropriate intonation to make the meaning clear.
Vocabulary, Grammar And Punctuation	<ul style="list-style-type: none"> a. write short sentences with words with known letter-sound correspondences, using a capital letter and full stops. 	<ul style="list-style-type: none"> a. understand how words can combine to make sentences b. use the conjunction 'and' to link words and join clauses c. separate words with spaces d. begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences e. use capital letters for names of people, places and the days of the week f. use a capital letter for the personal pronoun 'I' g. use the word 'because' to explain h. use time words to aid sequencing (to be formally introduced as time adverbs through grammar work in year 3) i. understand regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun j. understand that suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) k. how the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	<ul style="list-style-type: none"> a. form nouns using suffixes (–ness, –er) and by compounding e.g. snowman b. form adjectives using suffixes such as –ful, –less c. use suffixes –er, –est, –ly to turn adjectives into adverbs d. use conjunctions for subordination (when, if, that, because) and co-ordination (or, and, but) e. use expanded noun phrases for description and specification, e.g. the blue butterfly, plain flour, the man in the moon f. understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command g. use present tense/ past tense consistently throughout writing h. use the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting i. use capital letters, full stops, question marks and exclamation marks to demarcate sentences j. use commas to separate items in a list k. use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, e.g. the girl's name

Strands	EYFS	Key Stage One	
		Year One	Year Two
New Terminology	letter, word, finger space	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.	noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, past tense, present tense, apostrophe, comma
Spelling	<ul style="list-style-type: none"> a. spell words by identifying the sounds and then writing the sound with letter/s. b. ELG – spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> a. spell words containing the 40+ phonemes taught b. spell the days of the week c. spell common exception words d. name letters of the alphabet in order e. use letter names to distinguish between alternative spellings of same sound f. use regular plural noun suffixes –s or –es g. add suffixes to verbs where no change is needed in the spelling of root words h. know how the prefix un– changes the meaning of verbs and adjectives 	<ul style="list-style-type: none"> a. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly b. learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling c. add –ing, –ed, –er, –est d. add ‘-es’ to nouns and verbs ending in ‘y’ e. add suffixes: -ful, -less, -ly, -ment, -ness f. homophones (there/ their/ they’re, to/too/two, here/hear) g. learn to spell words with contracted forms h. learn how to use the possessive apostrophe (singular nouns)
Handwriting	<ul style="list-style-type: none"> a. Handle pencils effectively b. Form lower-case and capital letters correctly. c. ELG – write recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> a. sit correctly at a table, holding a pencil comfortably and correctly b. form lower-case letters in the correct direction, starting and finishing in the right place c. form capital letters: <ul style="list-style-type: none"> 1. Straight line: E F H I L T 2. Straight and slant line: A K M N V W X Y Z 3. Straight and curly line: B D G J P Q R U 4. Curly line: C S O d. Understand which letters belong to which handwriting ‘families’: <ul style="list-style-type: none"> 1. long ladder (l, l, t, u, j, y) 	<ul style="list-style-type: none"> a. form lower-case letters of the correct size relative to one another b. start using some of the diagonal and horizontal strokes needed to join letters (starting with digraphs) and understand which letters, when adjacent to one another, are best left unjoined c. write capital letters of the correct size, orientation and relationship to one another and to lower-case letters d. use spacing between words that reflects the size of the letters

Strands	EYFS	Key Stage One	
		Year One	Year Two
		2. one-armed robot (r, b, n, h, m, p) 3. curly caterpillar (c, a, d, o, g, q and s, e, f) 4. zig-zag (z, v, w, x)	

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Composition, Cohesion and Effect	a. write in a range of genres/forms, taking account of different audiences and purposes			
Planning	<ul style="list-style-type: none"> a. compose and rehearse sentences orally, varying sentence structures b. rehearse dialogue c. discuss and record ideas d. identify key features in similar texts (structure, vocabulary and grammar) 		<ul style="list-style-type: none"> a. identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own b. note and develop initial ideas, drawing on reading and research where necessary c. consider how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> a. identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own b. note and develop initial ideas, drawing on reading and research where necessary c. consider how authors have developed characters and settings d. maintain a clear focus when selecting context to plan quickly and effectively
Drafting and Writing: Narrative	<ul style="list-style-type: none"> a. create settings, characters and plot b. sequence events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary c. use paragraphs to indicate a change in setting, character, time (rather than simply reflecting stages in planning) d. use Standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was, or I did instead of I done e. include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language (similes, metaphors) f. describe characters in such a way to provoke a particular feeling in the reader, e.g. sympathy or dislike g. develop mood and atmosphere using a range of vocabulary and dialogue between characters 		<ul style="list-style-type: none"> a. précis longer passages b. use wide range of devices to build cohesion within and across paragraphs c. experiment with form in narrative writing e.g. flashbacks, alternative perspectives d. vary openings and endings in narrative e.g. use of dialogue, cliff hangers e. select appropriate grammar and vocabulary 	<ul style="list-style-type: none"> a. précis longer passages b. use a wide range of devices to build cohesion within and across paragraphs c. show flexibility in the use of narrative e.g. ability to experiment with story opening d. write a well-structured opening and appropriate ending e. understand the difference between vocabulary typical of informal speech and

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	<ul style="list-style-type: none"> h. include details expressed in ways that engage the reader i. use techniques to get the reader on side (address them to engage or influence) j. imitate authorial techniques gathered from the reading of narrative texts 		<ul style="list-style-type: none"> f. vary pace of writing use expressive and figurative language g. make use of structures that do not reflect spoken language h. develop some aspects of characterisation through what characters say and do i. describe setting, characters and atmosphere j. integrate dialogue to convey character and advance the action k. maintain style (appropriate to form, subject or audience) to sustain interest l. consider and evaluate different viewpoints (own and others' /biased and balanced) 	<ul style="list-style-type: none"> vocabulary appropriate for formal speech and writing f. select appropriate grammar and vocabulary, create vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a narrative g. describe setting, characters and atmosphere h. integrate dialogue to convey character and advance the action i. maintain interest for the reader through varied devices, structures and features j. develop points of view and 'authorial voice' e.g. asides to reader
Drafting and Writing: Non-Narrative	<ul style="list-style-type: none"> a. use simple organisational devices in non-narrative material, e.g. headings b. make notes from several sources of information and turn them into sentences c. group information, often moving from general to more specific detail d. begin to use paragraphs to group related materials 	<ul style="list-style-type: none"> a. use simple organisational devices in non-narrative material, e.g. sub-headings b. organise or categorise information based on notes from several sources c. use paragraphs to organise ideas around a theme 	<ul style="list-style-type: none"> a. use organisational and presentational devices to structure text and guide reader b. construct appropriate introductions and conclusions c. maintain style (appropriate to form, subject or audience) to sustain interest d. develop ideas logically 	<ul style="list-style-type: none"> a. précis longer passages b. use organisational and presentational devices to structure text and guide reader c. write well-structured introductions and appropriate conclusions d. use paragraphs purposefully to clearly structure main ideas across the text

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	<ul style="list-style-type: none"> e. use organisational devices to aid conciseness, e.g. numbered lists or headings f. attempt to adopt a viewpoint g. imitate authorial techniques gathered from reading h. select and use formal and informal styles and vocabulary appropriate to the purpose/reader 	<ul style="list-style-type: none"> d. imitate authorial techniques gathered from reading e. use techniques to get the reader on side (address them to engage or persuade) 	<ul style="list-style-type: none"> e. use features of a range of text types independently f. consider and evaluate different viewpoints (own and others') 	<ul style="list-style-type: none"> e. maintain interest for the reader through varied devices, structures and features f. choose appropriate presentational features to organise information and aid understanding g. develop points of view and 'authorial voice', e.g. viewpoints in discursive texts h. move between standard and non-standard forms of English appropriately i. choose register (formal/informal, personal/impersonal) appropriately and for effect
Drafting and Writing: Poetry	<ul style="list-style-type: none"> a. write poems using the features of poetic forms studied 	<ul style="list-style-type: none"> a. write poems imitating poetic structures studied b. include details expressed in ways that engage the reader 	<ul style="list-style-type: none"> a. use expressive and figurative language and experiment with writing poetry using different forms 	<ul style="list-style-type: none"> a. create vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a poem b. make appropriate use of structure in poetry, according to chosen form e.g. rhythmic or syllable patterns taking account of different audiences and purposes

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Proof-reading, editing and evaluating	<ul style="list-style-type: none"> a. proof-read for spelling and punctuation errors b. evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences c. evaluate and edit by assessing the effectiveness of their own and other's writing and suggesting improvements 		<ul style="list-style-type: none"> a. assess the effectiveness of their own and other's writing b. propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning c. ensure the consistent and correct use of tense throughout a piece of writing d. ensure correct subject/verb agreement for singular/plural, distinguish between language of speech and writing and choose the appropriate register e. proof-read for spelling and punctuation errors 	
Presenting	<ul style="list-style-type: none"> a. read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear 		<ul style="list-style-type: none"> a. perform own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> a. form nouns using a range of prefixes, e.g. super-, anti-, auto- b. use 'a' or 'an' according to whether the next word begins with a consonant or a vowel, e.g. a rock, an open box c. understand word families based on common words, showing how words are related in form and meaning, e.g. solve, solution d. express time, place and cause using conjunctions, e.g. when, before, after, while, so, because, adverbs, e.g. then, next, soon, therefore, or prepositions, e.g. before, after, during, in, because of 	<ul style="list-style-type: none"> a. understand the grammatical difference between plural and possessive -s b. use Standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was, or I did instead of I done c. expand noun phrases by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) d. use fronted adverbials, e.g. Later that day, I heard the bad news. e. use paragraphs to organise ideas around a theme 	<ul style="list-style-type: none"> a. convert nouns or adjectives into verbs using suffixes, e.g. -ate; -ise; -ify b. understand verb prefixes, e.g. dis-, de-, mis-, over- and re- c. use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun d. indicate degrees of possibility using adverbs, e.g. perhaps, surely, or modal verbs, e.g. might, should, will, must e. use devices to build cohesion within a paragraph, e.g. then, after that, this, firstly f. link ideas across paragraphs using adverbials of time, e.g. 	<ul style="list-style-type: none"> a. understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, including the subjunctive form b. use perfect form to mark relationship of time c. understand how words are related by meaning as synonyms and antonyms d. understand how use of the passive affects the presentation of information in a sentence e. link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase,

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	<ul style="list-style-type: none"> e. understand paragraphs as a way to group related material f. understand how headings and sub-headings aid presentation g. use present perfect form of verbs instead of the simple past, e.g. 'He has gone out to play' contrasted with 'He went out to play' h. begin to use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> f. choose appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition g. use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" h. use apostrophes to mark plural possession, e.g. the girl's name, the girls' names i. use commas after fronted adverbials 	<ul style="list-style-type: none"> later, place, e.g. nearby, and number, e.g. secondly, or tense choices, e.g. he had seen her before g. use brackets, dashes or commas to indicate parenthesis h. use commas to clarify meaning or avoid ambiguity i. use colons to introduce a list and use semi-colons within lists j. use bullet points to list information 	<ul style="list-style-type: none"> grammatical connections and ellipsis f. understand layout devices (headings, sub-heading, columns, bullets, tables) g. use a semi-colon, colon or dash to mark the boundary between independent clauses h. understand how hyphens can be used to avoid ambiguity [for example, man-eating shark versus man-eating shark, or recover versus re-cover]
New Terminology	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas</p> <p>Formally introduce time adverbs (rather than time words)</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, colon, semi-colon, bullet points</p>
Spelling	<ul style="list-style-type: none"> a. spell words with endings sounding like -sion, -cian, -tion, -ssion b. add prefixes 'in-', 'il-', 'im-' and 'ir-' add prefixes 'anti-' and 'inter-' c. add suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') d. add suffixes '-ous', '-ly' to words ending in 'y', 'le' and 'ic' e. use possessive apostrophe with plurals f. spell homophones 		<ul style="list-style-type: none"> a. spell words with the letter string 'ough' b. spell words ending in '-able' / '-ably' and '-ible' / '-ibly' c. spell homophones d. spell words with 'silent' letters e. use spelling journals for etymology 	<ul style="list-style-type: none"> a. add suffixes beginning with vowels to words ending in '-fer' b. spell words with endings that sound like /fæs/ spelt '-cious' or '-tious' c. spell words ending '-cial' and '-tial' d. spell words ending in 'ant', '-ance and '-ancy'

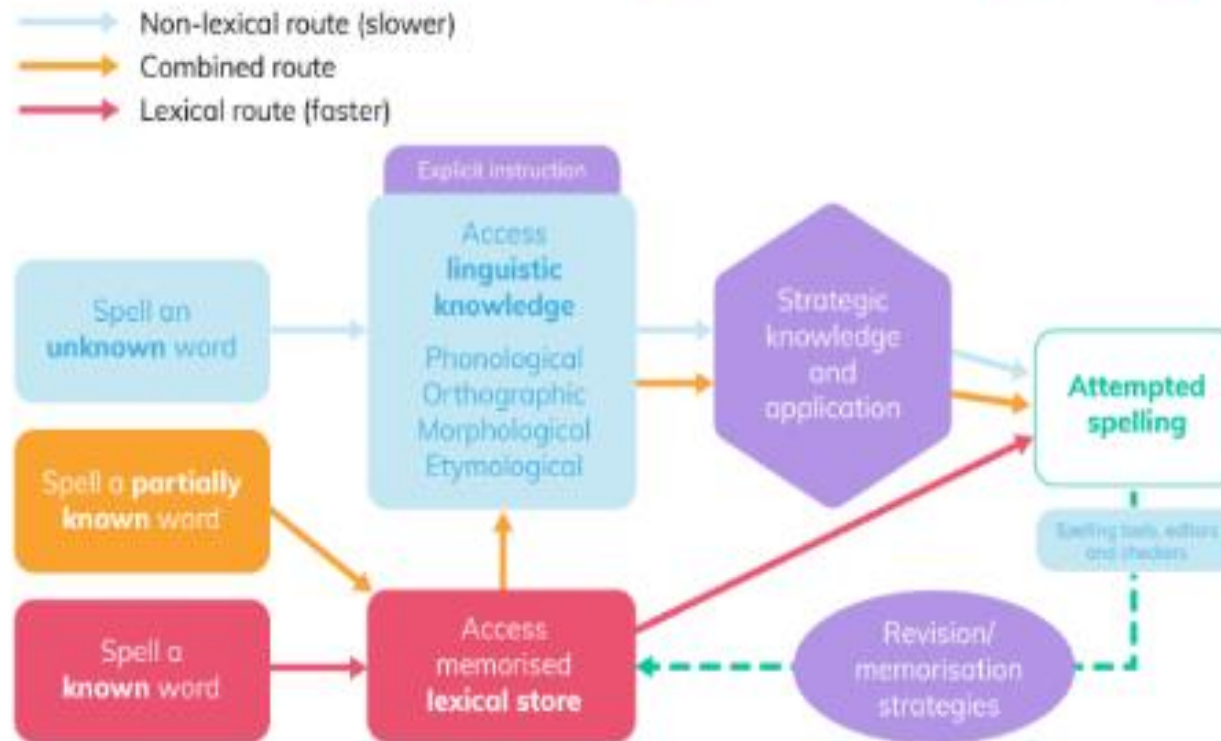
Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
			<ul style="list-style-type: none"> f. use a dictionary to support learning word roots, derivations and spelling patterns g. use strategies at the point of writing: using etymological/ morphological strategies for spelling 	<ul style="list-style-type: none"> e. spell words ending '-ent', '-ence' and '-ency'
Handwriting	<ul style="list-style-type: none"> a. use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined b. increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch) 		<ul style="list-style-type: none"> a. write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters b. choose the writing implement that is best suited for a task 	

The Teaching of Spelling

As a Trust, we are using the lexical-linguistic approach, to underpin the teaching and learning of spelling across our schools, as demonstrated in the model below.

This approach focuses on building pupil's understanding of phonology, orthography, morphology and etymology, as well as supporting them to grow their lexical stores, and develop efficient memory and retrieval techniques, to help children to become confident spellers.

The lexical-linguistic approach to spelling



Modern Foreign Languages

The aims of learning a foreign language at Foundation Stage/KS1 are the same for those at KS2:

- Foster an interest in learning another language.
- Introduce young learners to a different rich language environment in a way that is enjoyable and fun.
- Stimulate and encourage learner's curiosity about language.
- Encourage learners to be aware that language has structure and that structures differ from one language to another.
- Help learners to understand cultural differences in other countries.
- Develop their speaking and listening skills.

Skills Progression

Strand	Year 1 - 6					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	a. appreciate and actively participate in traditional short stories & fairy tales.	a. appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	a. Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	a. Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	a. Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	a. Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	a. Learn to repeat and reproduce the language I hear with accurate pronunciation.	a. Learn to articulate key words introduced in the lesson and understand their meaning.	a. Communicate with others using simple words and short phrases covered in the units.	a. Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a	a. Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	a. Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Strand	Year 1 - 6					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	a. Be able to identify written versions of the words I hear.	a. Being able to identify the written version of a wider range of the words I hear.	a. Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	a. Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	a. Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	a. Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	a. Consolidate letter formation skills by copying words in the foreign language from a model.	a. Start to reproduce nouns and determiners/articles from a model.	a. Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	a. Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	a. Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	a. Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

Strand	Year 1 - 6					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar	a. Start to understand that foreign languages can have different structures to English.	a. Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	a. Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	a. Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	a. Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	a. Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group:

	Nursery Rhymes	Colours & Numbers	Phonics Lesson 1	Phonics Lesson 2	Phonics Lesson 3	Phonics Lesson 4
	Salutations	Shapes	I am learning...	Presenting Myself	Pets	At School
			Musical Instruments / Ancient Britain	Family	Date	Weekend
			Fruits or Vegetables	My Home / In Class	Clothes	Me in the World / Vikings



Mathematics

Mathematics

The Oak Partnership Trust believes that all children should have access to a high quality maths curriculum that is both challenging and engaging.

We will support children to acquire mathematical skills and knowledge, which they can confidently use in their lives within a range of different contexts.

The progressions of skills and knowledge in Mathematics are based on the theory of building composite knowledge from smaller components.

The Trust will support children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

All schools in the Trust are committed to the use of a mastery approach to teaching mathematics.

We are committed to ensure children are confident, independent mathematicians who are not afraid to take risks and are committed to self-improvement.

We are committed to ensure assessment drives adjustments and innovation in learning to ensure we evolve in line with the needs of children and cohorts.

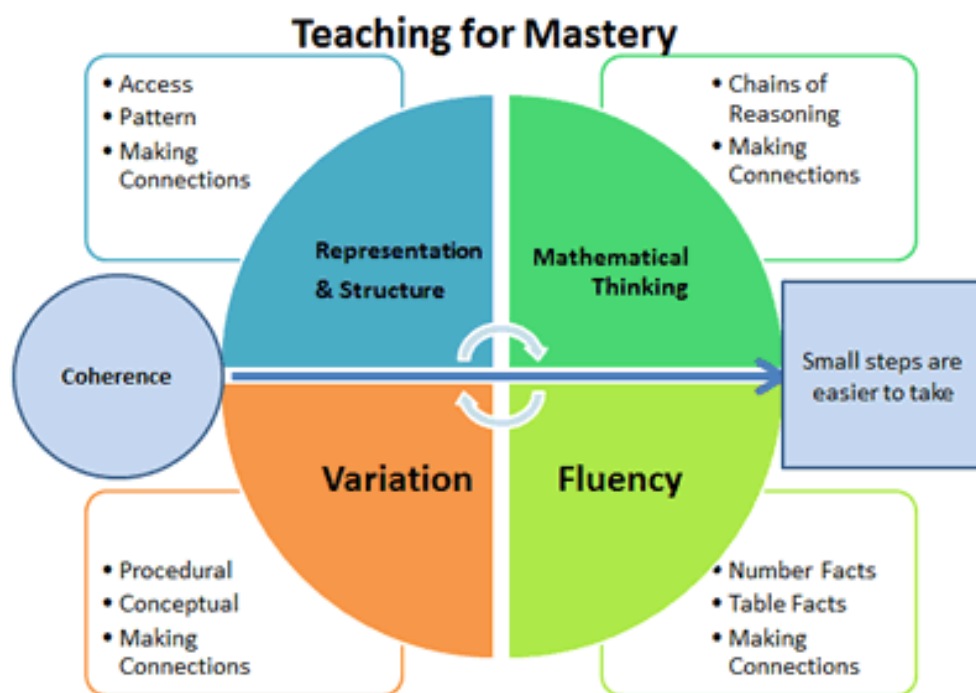
-Maths Domain Team

Mathematics

Teaching for Mastery

The Five Big Ideas, used to develop Mastery Specialists, that underpin teaching for mastery are shown to the right.

A central component in the NCETM/Maths Hubs programmes to develop Mastery Specialists has been discussion of Five Big Ideas, drawn from research evidence, underpinning teaching for mastery. The diagram below is used to help bind these ideas together.



A true understanding of these ideas will probably come about only after discussion with other teachers and by exploring how the ideas are reflected in day-to-day maths teaching, but here's a flavour of what lies behind them:

Coherence

Lessons are broken down into small, connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

Representation and Structure

Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation.

Mathematical Thinking

If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others.

Fluency

Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics.

Variation

Variation is twofold. It is firstly about how the teacher represents the concept being taught, often in more than one way, to draw attention to critical aspects, and to develop deep and holistic understanding. It is also about the sequencing of the episodes, activities and exercises used within a lesson and follow up practice, paying attention to what is kept the same and what changes, to connect the mathematics and draw attention to mathematical relationships and structure.

The Five Big Ideas were first published by the NCETM in 2017.

Skills and Knowledge Progression

Strands	EYFS
<p>Number</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
<p>Numerical Patterns</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

As our schools adopt the NCETM Curriculum Prioritisation Approach in Mathematics some aspects of the National Maths Curriculum may be introduced and taught in different year groups.

Strands	Key Stage One	
	Year One	Year Two
Number & Place Value	<ul style="list-style-type: none"> a. count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number b. count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens c. given a number, identify one more and one less d. identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, e. more than, less than (fewer), most, least f. read and write numbers from 1 to 20 in numerals and word 	<ul style="list-style-type: none"> a. count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward b. recognise the place value of each digit in a two-digit number (tens, ones) c. identify, represent and estimate numbers using different representations, including the number line d. compare and order numbers from 0 up to 100; use and = signs e. read and write numbers to at least 100 in numerals and in words f. use place value and number facts to solve problems
Addition & Subtraction	<ul style="list-style-type: none"> a. read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs b. represent and use number bonds and related subtraction facts within 20 c. add and subtract one-digit and two-digit numbers to 20, including zero d. solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<ul style="list-style-type: none"> b. solve problems with addition and subtraction: <ul style="list-style-type: none"> 1. using concrete objects and pictorial representations, including those involving numbers, quantities and measures 2. applying their increasing knowledge of mental and written methods c. recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 d. add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> 1. a two-digit number and ones 2. a two-digit number and tens 3. two two-digit numbers 4. adding three one-digit numbers e. show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot f. recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
Multiplication & Division	<ul style="list-style-type: none"> a. solve one-step problems involving multiplication and division, by calculating the answer using concrete 	<ul style="list-style-type: none"> b. recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

Strands	Key Stage One	
	Year One	Year Two
	objects, pictorial representations and arrays with the support of the teacher	<ul style="list-style-type: none"> c. calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs d. show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot e. solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Fractions, Decimals & Percentages	<ul style="list-style-type: none"> a. recognise, find and name a half as one of two equal parts of an object, shape or quantity b. recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	<ul style="list-style-type: none"> a. recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity b. write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half
Measurement	<ul style="list-style-type: none"> a. compare, describe and solve practical problems for: <ul style="list-style-type: none"> 1. lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] 2. mass/weight [for example, heavy/light, heavier than, lighter than] 3. capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] 4. time [for example, quicker, slower, earlier, later] g. measure and begin to record the following: <ul style="list-style-type: none"> 1. lengths and heights 2. mass/weight 3. capacity and volume 4. time (hours, minutes, seconds) h. recognise and know the value of different denominations of coins and notes i. sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] j. recognise and use language relating to dates, including days of the week, weeks, months and years k. tell the time to the hour and half past the hour and draw the hands on a clock face to show these times 	<ul style="list-style-type: none"> a. choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels b. compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ c. recognise and use symbols for pounds (\pounds) and pence (p); combine amounts to make a particular value d. find different combinations of coins that equal the same amounts of money e. solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change f. compare and sequence intervals of time g. tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times h. know the number of minutes in an hour and the number of hours in a day

Strands	Key Stage One	
	Year One	Year Two
Properties of Shapes	<p>a. recognise and name common 2-D and 3-D shapes, including:</p> <ol style="list-style-type: none"> 1. 2-D shapes [for example, rectangles (including squares), circles and triangles] 2. 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 	<p>a. identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>b. identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>c. identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>d. compare and sort common 2-D and 3-D shapes and everyday objects</p>
Position & Direction	<p>a. describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>	<p>a. order and arrange combinations of mathematical objects in patterns and sequences</p> <p>b. use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>
Statistics		<p>a. interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>b. ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>c. ask and answer questions about totalling and comparing categorical data</p>

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Number & Place Value	<ul style="list-style-type: none"> a. count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number b. recognise the place value of each digit in a three-digit number (hundreds, tens, ones) c. compare and order numbers up to 1000 d. identify, represent and estimate numbers using different representations e. read and write numbers up to 1000 in numerals and in words f. solve number problems and practical problems involving these ideas 	<ul style="list-style-type: none"> a. count in multiples of 6, 7, 9, 25 and 1000 b. find 1000 more or less than a given number c. count backwards through zero to include negative numbers d. recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) e. order and compare numbers beyond 1000 f. identify, represent and estimate numbers using different representations g. round any number to the nearest 10, 100 or 1000 h. solve number and practical problems that involve all of the above and with increasingly large positive numbers i. 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 	<ul style="list-style-type: none"> a. read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit b. count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 c. interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero d. round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 e. solve number problems and practical problems that involve all of the above f. read Roman numerals to 1000 (M) and recognise years written in Roman numerals 	<ul style="list-style-type: none"> a. read, write, order and compare numbers up to 10 000 000 and determine the value of each digit b. round any whole number to a required degree of accuracy c. use negative numbers in context, and calculate intervals across zero d. solve number problems and practical problems that involve all of the above
Addition & Subtraction	<ul style="list-style-type: none"> b. add and subtract numbers mentally, including: <ul style="list-style-type: none"> 1. a three-digit number and ones 2. a three-digit number and tens 	<ul style="list-style-type: none"> b. add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 	<ul style="list-style-type: none"> b. add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) c. add and subtract numbers mentally with 	<ul style="list-style-type: none"> a. multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication b. divide numbers up to 4 digits by a two-digit

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	<p>3. a three-digit number and hundreds</p> <p>c. add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>d. estimate the answer to a calculation and use inverse operations to check answers</p> <p>e. solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p>	<p>c. estimate and use inverse operations to check answers to a calculation</p> <p>d. solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p>	<p>increasingly large numbers</p> <p>d. use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>e. solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p>	<p>whole number using the formal written method of long division, and interpret remainders as whole number</p> <p>c. remainders, fractions, or by rounding, as appropriate for the context</p> <p>d. divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>e. perform mental calculations, including with mixed operations and large numbers</p> <p>f. identify common factors, common multiples and prime numbers</p> <p>g. use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>h. solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>i. solve problems involving addition, subtraction,</p>

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
				<p>multiplication and division</p> <p>j. use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p>
Multiplication & Division	<p>a. recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>b. write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit</p> <p>c. numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>d. solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p>	<p>a. recall multiplication and division facts for multiplication tables up to 12×12</p> <p>b. use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>c. recognise and use factor pairs and commutativity in mental calculations</p> <p>d. multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>e. solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p>	<p>a. identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers</p> <p>b. know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>c. establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>d. multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>e. multiply and divide numbers mentally, drawing upon known facts</p> <p>f. divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret</p>	<p>a. multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>b. divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>c. divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>d. perform mental calculations, including with mixed operations and large numbers</p>

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
			<p>remainders appropriately for the context</p> <p>g. multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p> <p>h. recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>i. solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</p> <p>j. solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>k. solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>e. identify common factors, common multiples and prime numbers</p> <p>f. use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>g. solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>h. solve problems involving addition, subtraction, multiplication and division</p> <p>i. use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>
Fractions, Decimals & Percentages	<p>a. 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</p>	<p>a. recognise and show, using diagrams, families of common equivalent fractions</p> <p>b. count up and down in hundredths; recognise that hundredths arise</p>	<p>a. compare and order fractions whose denominators are all multiples of the same number</p> <p>b. identify, name and write equivalent fractions of a</p>	<p>a. use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p>

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	<ul style="list-style-type: none"> b. recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators c. recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators d. recognise and show, using diagrams, equivalent fractions with small denominators e. add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] f. compare and order unit fractions, and fractions with the same denominator g. solve problems that involve all of the above 	<ul style="list-style-type: none"> when dividing an object by one hundred and dividing tenths by ten c. 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 d. add and subtract fractions with the same denominator e. recognise and write decimal equivalents of any number of tenths or hundredths f. recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ g. 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 h. round decimals with one decimal place to the nearest whole number i. compare numbers with the same number of decimal places up to two decimal places j. solve simple measure and money problems 	<ul style="list-style-type: none"> given fraction, represented visually, including tenths and hundredths c. recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] d. add and subtract fractions with the same denominator and denominators that are multiples of the same number e. multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams f. read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] g. recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents h. round decimals with two decimal places to the nearest whole number and to one decimal place 	<ul style="list-style-type: none"> b. compare and order fractions, including fractions >1 c. add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions d. multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] e. divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] f. associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] g. identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places h. multiply one-digit numbers with up to two decimal places by whole numbers i. use written division methods in cases where

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
		involving fractions and decimals to two decimal places.	<ul style="list-style-type: none"> i. read, write, order and compare numbers with up to three decimal places j. solve problems involving number up to three decimal places k. 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 l. solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$ and those fractions with a denominator of a multiple of 10 or 25. 	<ul style="list-style-type: none"> the answer has up to two decimal places j. solve problems which require answers to be rounded to specified degrees of accuracy k. recall and use equivalences between simple fractions, decimals and percentages including in different context
Measurement	<ul style="list-style-type: none"> a. measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) b. measure the perimeter of simple 2-D shapes c. add and subtract amounts of money to give change, using both £ and p in practical contexts d. tell and write the time from an analogue clock, 	<ul style="list-style-type: none"> a. convert between different units of measure [for example, kilometre to metre; hour to minute] b. measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres c. find the area of rectilinear shapes by counting squares d. estimate, compare and calculate different 	<ul style="list-style-type: none"> a. convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) b. understand and use approximate equivalences between metric units and common imperial units 	<ul style="list-style-type: none"> a. solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate b. use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	<p>including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>e. 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</p> <p>f. know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>g. compare durations of events [for example to calculate the time taken by particular events or tasks]</p>	<p>measures, including money in pounds and pence</p> <p>e. read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>f. solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p>	<p>such as inches, pounds and pints</p> <p>c. measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>d. calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>e. estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>f. solve problems involving converting between units of time</p> <p>g. use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</p>	<p>measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>c. convert between miles and kilometres</p> <p>d. recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>e. recognise when it is possible to use the formulae for area and volume of shapes</p> <p>f. calculate the area of parallelograms and triangles</p> <p>g. 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].</p>
Properties of Shapes	<p>a. draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p>	<p>a. compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>b. identify acute and obtuse angles and</p>	<p>a. identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>b. know angles are measured in degrees: estimate and compare</p>	<p>a. draw 2-D shapes using given dimensions and angles</p> <p>b. recognise, describe and build simple 3-D shapes including making nets</p>

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	<ul style="list-style-type: none"> b. recognise angles as a property of shape or a description of a turn c. 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 d. identify horizontal and vertical lines and pairs of perpendicular and parallel lines 	<ul style="list-style-type: none"> compare and order angles up to two right angles by size c. identify lines of symmetry in 2-D shapes presented in different orientations d. complete a simple symmetric figure with respect to a specific line of symmetry 	<ul style="list-style-type: none"> acute, obtuse and reflex angles c. draw given angles, and measure them in degrees ($^{\circ}$) d. identify: <ol style="list-style-type: none"> 1. angles at a point and one whole turn (total 360°) 2. angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) 3. other multiples of 90° e. use the properties of rectangles to deduce related facts and find missing lengths and angles f. distinguish between regular and irregular polygons based on reasoning about equal sides and angles 	<ul style="list-style-type: none"> c. compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons d. illustrate and name parts of circle, including radius, diameter and circumference and know that the diameter is twice the radius e. recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
Position & Direction		<ul style="list-style-type: none"> a. describe positions on a 2-D grid as coordinates in the first quadrant b. describe movements between positions as translations of a given unit to the left/right and up/down c. plot specified points and draw sides to complete a given polygon 	<ul style="list-style-type: none"> a. 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 	<ul style="list-style-type: none"> a. describe positions on the full coordinate grid (all four quadrants) b. draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Statistics	<ul style="list-style-type: none"> a. interpret and present data using bar charts, pictograms and tables b. 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 	<ul style="list-style-type: none"> a. solve comparison, sum and difference problems using information presented in a line graph b. complete, read and interpret information in tables, including timetables 	<ul style="list-style-type: none"> a. interpret and construct pie charts and line graphs and use these to solve problems b. calculate and interpret the mean as an average 	<ul style="list-style-type: none"> a. interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs b. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
Ratio & Proportion				<ul style="list-style-type: none"> a. solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts b. solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and use percentages for comparison c. solve problems involving similar shapes where the scale factor is known or can be found
Algebra				<ul style="list-style-type: none"> a. use simple formulae b. generate and describe linear number sequences c. express missing number problems algebraically d. find pairs of numbers that satisfy

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
				e. number sentences involving two unknowns f. enumerate possibilities of combinations of two variables



Physical Development

Physical Development

The Oak Partnership Trust believes that Physical Development is a critical aspect of our curriculum. Our Curriculum Domain supports and promotes a child's physical growth, self-esteem, emotional regulation, cognitive function, social skills, their sense of self and promote lifelong behaviours to enhance wellbeing.

We encompass a wider view of Physical Education, which incorporates a rich diet of activity, learning and sport beyond lessons. We aim to provide all pupils with the tools and understanding to make a positive impact on their decisions for their own physical health, well-being and activity levels. Utilising a wide range of physical activities progressing from EYFS up to Y6.

The progressions of skills and knowledge in Physical Development are based on the theory of building composite knowledge from smaller components.

-Physical Development Domain Team

P.E.

Skills and Knowledge Progression

Strands	EYFS
<p data-bbox="219 325 421 352">Fundamentals</p> <p data-bbox="109 400 535 528">Focus on individual fine and gross motor skill developments and fundamental core skills broken down into 4 main areas.</p>	<p data-bbox="562 285 999 312">Aesthetic Movement (Awareness)</p> <ul data-bbox="611 357 2040 416" style="list-style-type: none"><li data-bbox="611 357 2040 416">• Incorporate body awareness through the medium of different senses, visual, musical, verbal and physical to interpret a variety of movements focused on dance and gymnastics <p data-bbox="562 493 1032 520">Functional Movements (Gross Motor)</p> <ul data-bbox="611 564 1973 592" style="list-style-type: none"><li data-bbox="611 564 1973 592">• The development of fundamental gross movement skills often building on the concept of core stability <p data-bbox="562 668 958 695">Manipulative Skills (Fine Motor)</p> <ul data-bbox="611 740 2051 799" style="list-style-type: none"><li data-bbox="611 740 2051 799">• Focused skills that require an ability to handle an object or piece of equipment with control and co-ordinate movements <p data-bbox="562 876 1077 903">Movement Concepts (Decision Making)</p> <ul data-bbox="611 948 2013 1007" style="list-style-type: none"><li data-bbox="611 948 2013 1007">• The development of decision making and the effectiveness of skill employment. The ideas used to modify directional awareness and where, how and why to travel in certain ways linked to special awareness

Strands	Key Stage One	
	Year One	Year Two
Games	<ul style="list-style-type: none"> a. use the terms 'opponent' and 'team-mate' b. use rolling, hitting, running, jumping, catching and kicking skills in combination c. develop tactics d. lead others when appropriate 	
Dance	<ul style="list-style-type: none"> a. copy and remember moves and positions b. move with careful control and coordination c. link two or more actions to perform a sequence d. choose movements to communicate a mood, feeling or idea 	
Gymnastics	<ul style="list-style-type: none"> a. copy and remember actions b. move with some control and awareness of space c. link two or more actions to make a sequence d. show contrasts (such as small/tall, straight/curved and wide/narrow) e. travel by rolling forwards, backwards and sideways f. hold a position whilst balancing on different points of the body g. climb safely on equipment h. stretch and curl to develop flexibility i. jump in a variety of ways and land with increasing control and balance 	
Athletics	<i>Athletic activities are combined with games in Years 1 and 2</i>	

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Games	<ul style="list-style-type: none"> a. throw and catch with control and accuracy b. strike a ball and field with control c. choose appropriate tactics to cause problems for the opposition d. follow the rules of the game and play fairly e. maintain possession of a ball (with, e.g. feet, a hockey stick or hands) f. pass to team mates at appropriate times g. lead others and act as a respectful team member 		<ul style="list-style-type: none"> a. choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) b. work alone, or with team mates in order to gain points or possession c. strike a bowled or volleyed ball with accuracy d. use forehand and backhand when playing racket games e. field, defend and attack tactically by anticipating the direction of play f. choose the most appropriate tactics for a game g. uphold the spirit of fair play and respect in all competitive situations h. lead others when called upon and act as a good role model within a team 	
Dance	<ul style="list-style-type: none"> a. plan, perform and repeat sequences b. move in a clear, fluent and expressive manner c. refine movements into sequences d. create dances and movements that convey a definite idea e. change speed and levels within a performance f. develop physical strength and suppleness by practising moves and stretching 		<ul style="list-style-type: none"> a. compose creative and imaginative dance sequences b. perform expressively and hold a precise and strong body posture c. perform and create complex sequences d. express an idea in original and imaginative ways e. plan to perform with high energy, slow grace or other themes and maintain this throughout a piece f. perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands) 	
Gymnastics	<ul style="list-style-type: none"> a. plan, perform and repeat sequences b. move in a clear, fluent and expressive manner c. refine movements into sequences d. show changes of direction, speed and level during a performance e. travel in a variety of ways, including flight, by transferring weight to generate power in movements f. show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape) g. swing and hang from equipment safely (using hands) 		<ul style="list-style-type: none"> a. create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults 	

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
			<ul style="list-style-type: none"> • inversions • rotations • bending, stretching and twisting • gestures • linking skills <p>b. hold shapes that are strong, fluent and expressive</p> <p>c. include in a sequence set pieces, choosing the most appropriate linking elements</p> <p>d. vary speed, direction, level and body rotation during floor performances</p> <p>e. practise and refine the gymnastic techniques used in performances (listed above)</p> <p>f. demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions)</p> <p>g. use equipment to vault and to swing (remaining upright)</p>	
Swimming	<p>a. swim between 25 and 50 metres unaided</p> <p>b. use more than one stroke and coordinate breathing as appropriate for the stroke being used</p> <p>c. coordinate leg and arm movements</p> <p>d. swim at the surface and below the water</p>		<p>a. swim over 100 metres unaided</p> <p>b. use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming</p> <p>c. swim fluently with controlled strokes</p> <p>d. turn efficiently at the end of a length</p> <p>e. perform safe self-rescue in different water-based situations</p>	
Athletics	<p>a. sprint over a short distance up to 60 metres</p> <p>b. run over a longer distance, conserving energy in order to sustain performance</p> <p>c. use a range of throwing techniques (such as under arm, over arm)</p> <p>d. throw with accuracy to hit a target or cover a distance</p> <p>e. jump in a number of ways, using a run up where appropriate</p> <p>f. compete with others and aim to improve personal best performances</p>		<p>a. combine sprinting with low hurdles over 60 metres</p> <p>b. choose the best place for running over a variety of distances</p> <p>c. throw accurately and refine performance by analysing technique and body shape</p> <p>d. show control in take-off and landings when jumping</p> <p>e. compete with others and keep track of personal best performances, setting targets for improvement</p>	

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Outdoor and Adventurous Activities	<ul style="list-style-type: none"> a. arrive properly equipped for outdoor and adventurous activity b. understand the need to show accomplishment in managing risks c. show an ability to both lead and form part of a team d. support others and seek support if required when the situation dictates e. show resilience when plans do not work and initiative to try new ways of working f. use maps, compasses and digital devices to orientate themselves g. remain aware of changing conditions and change plans if necessary 			<ul style="list-style-type: none"> a. select appropriate equipment for outdoor and adventurous activity b. identify possible risks and ways to manage them, asking for and listening carefully to expert advice c. embrace both leadership and team roles and gain the commitment and respect of a team d. empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt e. remain positive even in the most challenging circumstances, rallying others if need be f. use a range of devices in order to orientate themselves g. quickly assess changing conditions and adapt plans to ensure safety comes first



P.S.H.E.

P.S.H.E.

The Oak Partnership believe that it has never been more important to provide a personal, social and health education (PSHE) curriculum, which not only provides a framework for children's core development but also supports their recovery from the COVID 19 pandemic.

PSHE supports our children to:

- Become mentally and physically healthy, independent and responsible members of a society.
- Understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.
- Learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.
- Develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Develop personal values to support children to become positive citizens in a forever-changing global community.
- Prepare for the opportunities, responsibilities and experiences of later life.

PSHE is something that is upheld and promoted through a planned classroom curriculum (Jigsaw), our school culture and ethos, the wider school day and through the social relationships in each of our schools.

We use Jigsaw, in our mainstream schools, as our chosen teaching and learning programme, which provides a framework to allow children to build upon previous learning and apply this in other areas. We also retain flexibility to tailor it to the needs of the pupils and respond to the ever-changing needs of our communities while being innovative and creative.

The progressions of skills and knowledge in PSHE are based on the theory of building composite knowledge from smaller components.

Through our Jigsaw curriculum children may be identified as needing additional support with PSHE. In our mainstream schools we consequently offer opportunities to develop their learning further through relational provision e.g. ELSA support, helping our most disadvantaged children as appropriate.

Our planned PSHE curriculum is inclusive of citizenship and the statutory health and relationships requirements and it promotes the moral, spiritual and cultural development of our learners as well as supporting children to learn and uphold British values (see British Values mapping table below).

-PSHE Domain Team

P.S.H.E.

Knowledge and Skills Progression

Strands	EYFS	Key Stage One	
		Year One	Year Two
Being Me in My World	<ul style="list-style-type: none"> a. know special things about themselves b. know that some people are different from themselves c. know how happiness and sadness can be expressed d. know that hands can be used kindly and unkindly e. know that being kind is good f. know they have a right to learn and play, safely and happily 	<ul style="list-style-type: none"> a. understand the rights and responsibilities of a member of a class b. understand that their views are important c. understand that their choices have consequences d. understand their own rights and responsibilities with their classroom 	<ul style="list-style-type: none"> a. identify hopes and fears for the year ahead b. understand the rights and responsibilities of class members c. know that it is important to listen to other people d. understand that their own views are valuable e. know about rewards and consequences and that these stem from choices f. know that positive choices impact positively on self-learning and the learning of others
Celebrating Difference	<ul style="list-style-type: none"> a. know what being proud means and that people can be proud of different things b. know that people can be good at different things c. know what being unique means d. know that families can be different e. know that people have different homes and why they are important to them f. know different ways of making friends g. know different ways to stand up for myself 	<ul style="list-style-type: none"> a. know that people have differences and similarities b. know what bullying means c. know who to tell if they or someone else is being bullied or is feeling unhappy d. know skills to make friendships e. know that people are unique and that it is OK to be different 	<ul style="list-style-type: none"> a. know there are stereotypes about boys and girls b. know that it is OK not to conform to gender stereotypes c. know it is good to be yourself d. know that sometimes people get bullied because of difference e. know the difference between right and wrong and the role that choice has to play in this f. know that friends can be different and still be friends g. know where to get help if being bullied h. know the difference between a one-off incident and bullying

Strands	EYFS	Key Stage One	
		Year One	Year Two
	<ul style="list-style-type: none"> h. know the names of some emotions such as happy, sad, frightened, angry i. know that they don't have to be 'the same as' to be a friend j. know why having friends is important k. know some qualities of a positive friendship 		
Dreams & Goals	<ul style="list-style-type: none"> a. know what a challenge is b. know that it is important to keep trying c. know what a goal is d. know how to set goals and work towards them e. know which words are kind f. know some jobs that they might like to do when they are older g. know that they must work hard now in order to be able to achieve the job they want when they are older h. know when they have achieved a goal 	<ul style="list-style-type: none"> a. know how to set simple goals b. know how to achieve a goal c. know how to work well with a partner d. know that tackling a challenge can stretch their learning e. know how to identify obstacles which make achieving their goals difficult and work out how to overcome them f. know when a goal has been achieved 	<ul style="list-style-type: none"> a. know how to choose a realistic goal and think about how to achieve it b. know that it is important to persevere c. know how to recognise what working together well looks like d. know what good group working looks like e. know how to share success with other people
Healthy Me	<ul style="list-style-type: none"> a. know the names for some parts of their body b. know what the word 'healthy' means c. know some things that they need to do to keep healthy d. know that they need to exercise to keep healthy e. know how to help themselves go to sleep and that sleep is good for them 	<ul style="list-style-type: none"> a. know the difference between being healthy and unhealthy b. know some ways to keep healthy c. know how to make healthy lifestyle choices d. know how to keep themselves clean and healthy e. know that germs cause disease / illness f. know that all household products, including medicines, 	<ul style="list-style-type: none"> a. know what their body needs to stay healthy b. know what relaxed means c. know what makes them feel relaxed / stressed d. know how medicines work in their bodies e. know that it is important to use medicines safely f. know how to make some healthy snacks

Strands	EYFS	Key Stage One	
		Year One	Year Two
	<ul style="list-style-type: none"> f. know when and how to wash their hands properly g. know what to do if they get lost h. know how to say No to strangers 	<ul style="list-style-type: none"> can be harmful if not used properly g. know that medicines can help them if they feel poorly h. know how to keep safe when crossing the road i. know about people who can keep them safe 	<ul style="list-style-type: none"> g. know why healthy snacks are good for their bodies h. know which foods gives their bodies energy
Relationships	<ul style="list-style-type: none"> a. know what a family is b. know that different people in a family have different responsibilities (jobs) c. know some of the characteristics of healthy and safe friendship d. know that friends sometimes fall out e. know some ways to mend a friendship f. know that unkind words can never be taken back and they can hurt g. know how to use Jigsaw's Calm Me to help when feeling angry h. know some reasons why others get angry 	<ul style="list-style-type: none"> a. know that everyone's family is different b. know that there are lots of different types of families c. know that families are founded on belonging, love and care d. know how to make a friend e. know the characteristics of healthy and safe friends f. know that physical contact can be used as a greeting g. know about the different people in the school community and how they help h. know who to ask for help in the school community 	<ul style="list-style-type: none"> a. know that everyone's family is different b. know that families function well when there is trust, respect, care, love and co-operation c. know that there are lots of forms of physical contact within a family d. know how to stay stop if someone is hurting them e. know some reasons why friends have conflicts f. know that friendships have ups and downs and sometimes change with time g. know how to use the Mending Friendships or Solve-it-together problem-solving methods h. know there are good secrets and worry secrets and why it is important to share worry secrets i. know what trust is
Changing Me	<ul style="list-style-type: none"> a. know the names and functions of some parts of the body (see vocabulary list) b. know that we grow from baby to adult c. know who to talk to if they are feeling worried 	<ul style="list-style-type: none"> a. know that animals including humans have a life cycle b. know that changes happen when we grow up c. know that people grow up at different rates and that is normal d. know the names of male and female private body parts 	<ul style="list-style-type: none"> a. know that life cycles exist in nature b. know that aging is a natural process including old-age c. know that some changes are out of an individual's control d. know how their bodies have changed from when they were

Strands	EYFS	Key Stage One	
		Year One	Year Two
	<ul style="list-style-type: none"> d. know that sharing how they feel can help solve a worry e. know that remembering happy times can help us move on 	<ul style="list-style-type: none"> e. know that there are correct names for private body parts and nicknames, and when to use them f. know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these g. know who to ask for help if they are worried or frightened h. know that learning brings about change 	<ul style="list-style-type: none"> a baby and that they will continue to change as they age e. know the physical differences between male and female bodies f. know the correct names for private body parts g. know that private body parts are special and that no one has the right to hurt these h. know who to ask for help if they are worried or frightened i. know there are different types of touch and that some are acceptable and some are unacceptable

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Being Me in My World	<ul style="list-style-type: none"> a. understand that they are important b. know what a personal goal is c. understand what a challenge is d. know why rules are needed and how these relate to choices and consequences e. know that actions can affect others' feelings f. know that others may hold different views g. know that the school has a shared set of values 	<ul style="list-style-type: none"> a. express how they feel about babies b. describe the emotions that a new baby can bring to a family c. express how they feel about puberty d. say who they can talk to about puberty if they have any worries e. identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry f. identify changes they are looking forward to in the next year g. suggest ways to help them manage feelings during changes they are more anxious about 	<ul style="list-style-type: none"> a. appreciate their own uniqueness and that of others b. express how they feel about having children when they are grown up c. express any concerns they have about puberty d. say who they can talk to about puberty if they are worried e. apply the circle of change model to themselves to have strategies for managing change f. have strategies for managing the emotions relating to change 	<ul style="list-style-type: none"> a. know how to set goals for the year ahead b. understand what fears and worries are c. know about children's universal rights (United Nations Convention on the Rights of the Child) d. know about the lives of children in other parts of the world e. know that personal choices can affect others locally and globally f. understand that their own choices result in different consequences and rewards g. understand how democracy and having a voice benefits the school community h. understand how to contribute towards the democratic process
Celebrating Difference	<ul style="list-style-type: none"> a. know why families are important b. know that everybody's family is different c. know that sometimes family members don't get along and some reasons for this d. know that conflict is a normal part of relationships 	<ul style="list-style-type: none"> a. know that sometimes people make assumptions about a person because of the way they look or act b. know there are influences that can affect how we judge a person or situation c. know that some forms of bullying are harder to 	<ul style="list-style-type: none"> a. know what culture means b. know that differences in culture can sometimes be a source of conflict c. know what racism is and why it is unacceptable d. know that rumour spreading is a form of bullying on and offline 	<ul style="list-style-type: none"> a. know that there are different perceptions of 'being normal' and where these might come from b. know that being different could affect someone's life c. know that power can play a part in a bullying or conflict situation

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	<ul style="list-style-type: none"> e. know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do f. know that some words are used in hurtful ways and that this can have consequences 	<ul style="list-style-type: none"> identify e.g. tactical ignoring, cyber-bullying d. know what to do if they think bullying is, or might be taking place e. know the reasons why witnesses sometimes join in with bullying and don't tell anyone f. know that first impressions can change 	<ul style="list-style-type: none"> e. know external forms of support in regard to bullying e.g. Childline f. know that bullying can be direct and indirect g. know how their life is different from the lives of children in the developing world 	<ul style="list-style-type: none"> d. know that people can hold power over others individually or in a group e. know why some people choose to bully others f. know that people with disabilities can lead amazing lives g. know that difference can be a source of celebration as well as conflict
Dreams & Goals	<ul style="list-style-type: none"> a. know about specific people who have overcome difficult challenges to achieve success b. know what dreams and ambitions are important to them c. know how they can best overcome learning challenges d. know that they are responsible for their own learning e. know what their own strengths are as a learner f. know what an obstacle is and how they can hinder achievement g. know how to take steps to overcome obstacles h. know how to evaluate their own learning progress and identify how it can be better next time 	<ul style="list-style-type: none"> a. know what their own hopes and dreams are b. know that hopes and dreams don't always come true c. know that reflecting on positive and happy experiences can help them to counteract disappointment d. know how to make a new plan and set new goals even if they have been disappointed e. know how to work out the steps they need to take to achieve a goal f. know how to work as part of a successful group g. know how to share in the success of a group 	<ul style="list-style-type: none"> a. know that they will need money to help them to achieve some of their dreams b. know about a range of jobs that are carried out by people I know c. know that different jobs pay more money than others d. know the types of job they might like to do when they are older e. know that young people from different cultures may have different dreams and goals f. know that communicating with someone from a different culture means that they can learn from them and vice versa g. know ways that they can support young people in 	<ul style="list-style-type: none"> a. know their own learning strengths b. know how to set realistic and challenging goals c. know what the learning steps are they need to take to achieve their goal d. know a variety of problems that the world is facing e. know how to work with other people to make the world a better place f. know some ways in which they could work with others to make the world a better place g. know what their classmates like and admire about them

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
			their own culture and abroad	
Healthy Me	<ul style="list-style-type: none"> a. know how exercise affects their bodies b. know why their hearts and lungs are such important organs c. know that the amount of calories, fat and sugar that they put into their bodies will affect their health d. know that there are different types of drugs e. know that there are things, places and people that can be dangerous f. know a range of strategies to keep themselves safe g. know when something feels safe or unsafe h. know that their bodies are complex and need taking care of 	<ul style="list-style-type: none"> a. know how different friendship groups are formed and how they fit into them b. know which friends they value most c. know that there are leaders and followers in groups d. know that they can take on different roles according to the situation e. know the facts about smoking and its effects on health f. know some of the reasons some people start to smoke g. know the facts about alcohol and its effects on health, particularly the liver h. know some of the reasons some people drink alcohol i. know ways to resist when people are putting pressure on them j. know what they think is right and wrong 	<ul style="list-style-type: none"> a. know the health risks of smoking b. know how smoking tobacco affects the lungs, liver and heart c. know some of the risks linked to misusing alcohol, including antisocial behavior d. know basic emergency procedures including the recovery position e. know how to get help in emergency situations f. know that the media, social media and celebrity culture promote certain body types g. know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure h. know what makes a healthy lifestyle 	<ul style="list-style-type: none"> a. know how to take responsibility for their own health b. know how to make choices that benefit their own health and well-being c. know about different types of drugs and their uses d. know how these different types of drugs can affect people's bodies, especially their liver and heart e. know that some people can be exploited and made to do things that are against the law f. know why some people join gangs and the risk that this can involve g. know what it means to be emotionally well h. know that stress can be triggered by a range of things i. know that being stressed can cause drug and alcohol misuse
Relationships	<ul style="list-style-type: none"> a. know that different family members carry out different roles or have different responsibilities within the family 	<ul style="list-style-type: none"> a. know some reasons why people feel jealousy b. know that jealousy can be damaging to relationships 	<ul style="list-style-type: none"> a. know that a personality is made up of many different characteristics, qualities and attributes 	<ul style="list-style-type: none"> a. know that it is important to take care of their own mental health

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	<ul style="list-style-type: none"> b. know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc. c. know some of the skills of friendship, e.g. taking turns, being a good listener d. know some strategies for keeping themselves safe online e. know how some of the actions and work of people around the world help and influence my life f. know that they and all children have rights (UNCRC) g. know the lives of children around the world can be different from their own 	<ul style="list-style-type: none"> c. know that loss is a normal part of relationships d. know that negative feelings are a normal part of loss e. know that memories can support us when we lose a special person or animal f. know that change is a natural part of relationships/ friendship g. know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe 	<ul style="list-style-type: none"> b. know that belonging to an online community can have positive and negative consequences c. know that there are rights and responsibilities in an online community or social network d. know that there are rights and responsibilities when playing a game online e. know that too much screen time isn't healthy f. know how to stay safe when using technology to communicate with friends 	<ul style="list-style-type: none"> b. know ways that they can take care of their own mental health c. know the stages of grief and that there are different types of loss that cause people to grieve d. know that sometimes people can try to gain power or control them e. know some of the dangers of being 'online' f. know how to use technology safely and positively to communicate with their friends and family
Changing Me	<ul style="list-style-type: none"> a. know that in animals and humans lots of changes happen between conception and growing up b. know that in nature it is usually the female that carries the baby c. know that in humans a mother carries the baby in her uterus (womb) and this is where it develops d. know that babies need love and care from their parents/carers 	<ul style="list-style-type: none"> a. know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm b. know that babies are made by a sperm joining with an ovum c. know the names of the different internal and external body parts that are needed to make a baby 	<ul style="list-style-type: none"> a. know what perception means and that perceptions can be right or wrong b. know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally c. know that sexual intercourse can lead to conception 	<ul style="list-style-type: none"> a. know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally b. know how a baby develops from conception through the nine months of pregnancy and how it is born

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	<ul style="list-style-type: none"> e. know some of the changes that happen between being a baby and a child f. know that the male and female body needs to change at puberty so their bodies can make babies when they are adults g. know some of the outside body changes that happen during puberty h. know some of the changes on the inside that happen during puberty 	<ul style="list-style-type: none"> d. know how the female and male body change at puberty e. know that personal hygiene is important during puberty and as an adult f. know that change is a normal part of life and that some cannot be controlled and have to be accepted g. know that change can bring about a range of different emotions 	<ul style="list-style-type: none"> d. know that some people need help to conceive and might use IVF e. know that becoming a teenager involves various changes and also brings growing responsibility 	<ul style="list-style-type: none"> c. know how being physically attracted to someone changes the nature of the relationship d. know the importance of self-esteem and what they can do to develop it e. know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class

Skills Progression

Strands	EYFS	Key Stage One	
		Year One	Year Two
Being Me in My World	<ul style="list-style-type: none"> a. identify feelings associated with belonging b. identify feelings of happiness and sadness c. play cooperatively with others d. be able to consider others' feelings e. be responsible in the setting 	<ul style="list-style-type: none"> a. understand that they are special b. understand that they are safe in their class c. identify helpful behaviours to make the class a safe place d. identify what it's like to feel proud of an achievement e. recognise feelings associated with positive and negative consequences f. understand that they have choices 	<ul style="list-style-type: none"> a. recognise own feelings and know when and where to get help b. know how to make their class a safe and fair place c. show good listening skills d. recognise the feeling of being worried e. be able to work cooperatively
Celebrating Difference	<ul style="list-style-type: none"> a. identify feelings associated with being proud b. identify things they are good at c. be able to vocalise success for themselves and about others successes d. identify some ways they can be different and the same as others e. recognise similarities and differences between their family and other families f. identify and use skills to make a friend g. identify and use skills to stand up for themselves h. recognise emotions when they or someone else is upset, frightened or angry 	<ul style="list-style-type: none"> a. recognise ways in which they are the same as their friends and ways they are different b. identify what is bullying and what isn't c. understand how being bullied might feel d. know ways to help a person who is being bullied e. identify emotions associated with making a new friend f. verbalise some of the attributes that make them unique and special 	<ul style="list-style-type: none"> a. understand that boys and girls can be similar in lots of ways and that is OK b. understand that boys and girls can be different in lots of ways and that is OK c. explain how being bullied can make someone feel d. can choose to be kind to someone who is being bullied e. know how to stand up for themselves when they need to f. recognise that they shouldn't judge people because they are different g. understand that everyone's differences make them special and unique
Dreams & Goals	<ul style="list-style-type: none"> a. understand that challenges can be difficult 	<ul style="list-style-type: none"> a. recognise things that they do well b. explain how they learn best 	<ul style="list-style-type: none"> a. be able to describe their own achievements and the feelings linked to this

Strands	EYFS	Key Stage One	
		Year One	Year Two
	<ul style="list-style-type: none"> b. recognise some of the feelings linked to perseverance c. talk about a time that they kept on trying and achieved a goal d. be ambitious e. resilience f. recognise how kind words can encourage people g. feel proud h. celebrate success 	<ul style="list-style-type: none"> c. celebrate an achievement with a friend d. recognise their own feelings when faced with a challenge e. recognise their own feelings when they are faced with an obstacle f. recognise how they feel when they overcome an obstacle g. store feelings of success so that they can be used in the future 	<ul style="list-style-type: none"> b. recognise their own strengths as a learner c. recognise how working with others can be helpful d. be able to work effectively with a partner e. be able to choose a partner with whom they work well f. be able to work as part of a group g. recognise how it feels to be part of a group that succeeds and store this feeling
Healthy Me	<ul style="list-style-type: none"> a. recognise how exercise makes them feel b. recognise how different foods can make them feel c. explain what they need to do to stay healthy d. give examples of healthy food e. explain how they might feel if they don't get enough sleep f. explain what to do if a stranger approaches them 	<ul style="list-style-type: none"> a. feel good about themselves when they make healthy choices b. realise that they are special c. keep themselves safe d. recognise ways to look after themselves if they feel poorly e. recognise when they feel frightened and know how to ask for help f. recognise how being healthy helps them to feel happy 	<ul style="list-style-type: none"> a. desire to make healthy lifestyle choices b. identify when a feeling is weak and when a feeling is strong c. feel positive about caring for their bodies and keeping them healthy d. have a healthy relationship with food e. express how it feels to share healthy food with their friends
Relationships	<ul style="list-style-type: none"> a. identify what jobs they do in their family and those carried out by parents/carers and siblings b. suggest ways to make a friend or help someone who is lonely c. use different ways to mend a friendship d. recognise what being angry feels like e. use Calm Me when angry or upset 	<ul style="list-style-type: none"> a. express how it feels to be part of a family and to care for family members b. say what being a good friend means c. show skills of friendship d. identify forms of physical contact they prefer e. say no when they receive a touch they don't like f. praise themselves and others g. recognise some of their personal qualities 	<ul style="list-style-type: none"> a. identify the different roles and responsibilities in their family b. recognise the value that families can bring c. recognise and talk about the types of physical contact that is acceptable or unacceptable d. use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict

Strands	EYFS	Key Stage One	
		Year One	Year Two
		<ul style="list-style-type: none"> h. say why they appreciate a special relationship 	<ul style="list-style-type: none"> e. identify the negative feelings associated with keeping a worry secret f. identify the feelings associated with trust g. identify who they trust in their own relationships h. give and receive compliments i. say who they would go to for help if they were worried or scared
Changing Me	<ul style="list-style-type: none"> a. identify how they have changed from a baby b. say what might change for them as they get older c. recognise that changing class can illicit happy and/or sad emotions d. say how they feel about changing class/ growing up e. identify positive memories from the past year in school/ home 	<ul style="list-style-type: none"> a. understand and accepts that change is a natural part of getting older b. identify some things that have changed and some things that have stayed the same since being a baby (including the body) c. express why they enjoy learning d. suggest ways to manage change e.g. moving to a new class 	<ul style="list-style-type: none"> a. appreciate that changes will happen and that some can be controlled and others not b. be able to express how they feel about changes c. show appreciation for people who are older d. recognise the independence and responsibilities they have now compared to being a baby or toddler e. say what greater responsibilities and freedoms they may have in the future f. say who they would go to for help if worried or scared g. say what types of touch they find comfortable/ uncomfortable h. be able to confidently ask someone to stop if they are being hurt or frightened i. say what they are looking forward to in the next year

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Being Me in My World	<ul style="list-style-type: none"> a. recognise self-worth b. identify personal strengths c. be able to set a personal goal d. recognise feelings of happiness, sadness, worry and fear in themselves and others e. make other people feel valued f. develop compassion and empathy for others g. be able to work collaboratively 	<ul style="list-style-type: none"> a. identify the feelings associated with being included or excluded b. make others feel valued and included c. be able to take on a role in a group discussion / task and contribute to the overall outcome d. can make others feel cared for and welcomed e. recognise the feelings of being motivated or unmotivated f. understand why the school community benefits from a Learning Charter g. be able to help friends make positive choices h. know how to regulate my emotions 	<ul style="list-style-type: none"> a. be able to identify what they value most about school b. identify hopes for the school year c. empathy for people whose lives are different from their own d. consider their own actions and the effect they have on themselves and others e. be able to work as part of a group, listening and contributing effectively f. understand why the school community benefits from a Learning Charter g. be able to help friends make positive choices h. know how to regulate my emotions 	<ul style="list-style-type: none"> a. be able to make others feel welcomed and valued b. know own wants and needs c. be able to compare their life with the lives of those less fortunate d. demonstrate empathy and understanding towards others e. demonstrate attributes of a positive role-model f. take positive action to help others g. be able to contribute towards a group task h. know what effective group work is i. know how to regulate my emotions
Celebrating Difference	<ul style="list-style-type: none"> a. be able to show appreciation for their families, parents and carers b. use the 'Solve it together' technique to calm and resolve conflicts with friends and family c. empathise with people who are bullied d. employ skills to support someone who is bullied e. be able to 'problem-solve' a bullying situation 	<ul style="list-style-type: none"> a. try to accept people for who they are b. identify influences that have made them think or feel positively/negatively about a situation c. identify feelings that a bystander might feel in a bullying situation d. identify reasons why a bystander might join in with bullying e. revisit the 'Solve it together' technique to 	<ul style="list-style-type: none"> a. identify their own culture and different cultures within their class community b. identify their own attitudes about people from different faiths and cultural backgrounds c. identify a range of strategies for managing their own feelings in bullying situations d. identify some strategies to encourage children who use bullying 	<ul style="list-style-type: none"> a. empathise with people who are different and be aware of my own feelings towards them b. identify feelings associated with being excluded c. be able to recognise when someone is exerting power negatively in a relationship d. use a range of strategies when involved in a bullying situation or in

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	<p>accessing appropriate support if necessary</p> <p>f. be able to recognise, accept and give compliments</p> <p>g. recognise feelings associated with receiving a compliment</p>	<p>practice conflict and bullying scenarios</p> <p>f. identify their own uniqueness</p> <p>g. be comfortable with the way they look</p> <p>h. identify when a first impression they had was right or wrong</p> <p>i. be non-judgmental about others who are different</p>	<p>behaviours to make other choices</p> <p>e. be able to support children who are being bullied</p> <p>f. appreciate the value of happiness regardless of material wealth</p> <p>g. develop respect for cultures different from their own</p>	<p>situations where difference is a source of conflict</p> <p>e. identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>f. be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>g. appreciate people for who they are</p> <p>h. show empathy</p>
Dreams & Goals	<p>a. recognise other people's achievements in overcoming difficulties</p> <p>b. imagine how it will feel when they achieve their dream / ambition</p> <p>c. break down a goal into small steps</p> <p>d. recognise how other people can help them to achieve their goals</p> <p>e. manage feelings of frustration linked to facing obstacles</p> <p>f. share their success with others</p> <p>g. store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>a. talk about their hopes and dreams and the feelings associated with these</p> <p>b. identify the feeling of disappointment</p> <p>c. identify a time when they have felt disappointed</p> <p>d. be able to cope with disappointment</p> <p>e. help others to cope with disappointment</p> <p>f. identify what resilience is</p> <p>g. have a positive attitude</p> <p>h. enjoy being part of a group challenge</p> <p>i. share their success with others</p> <p>j. store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>a. verbalise what they would like their life to be like when they are grown up</p> <p>b. appreciate the contributions made by people in different jobs</p> <p>c. appreciate the opportunities learning and education can give them</p> <p>d. reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>e. appreciate the differences between themselves and someone from a different culture</p> <p>f. understand why they are motivated to make a</p>	<p>a. understand why it is important to stretch the boundaries of their current learning</p> <p>b. set success criteria so that they know when they have achieved their goal</p> <p>c. recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</p> <p>d. empathise with people who are suffering or living in difficult situations</p> <p>e. be able to give praise and compliments to other people when they recognise that person's achievements</p>

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
			positive contribution to supporting others	
Healthy Me	<ul style="list-style-type: none"> a. able to set themselves a fitness challenge b. recognise what it feels like to make a healthy choice c. identify how they feel about drugs d. express how being anxious or scared feels e. take responsibility for keeping themselves and others safe f. respect their own bodies and appreciate what they do 	<ul style="list-style-type: none"> a. identify the feelings that they have about their friends and different friendship groups b. recognise how different people and groups they interact with impact on them c. identify which people they most want to be friends with d. recognise negative feelings in peer pressure situations e. identify the feelings of anxiety and fear associated with peer pressure f. tap into their inner strength and know-how to be assertive 	<ul style="list-style-type: none"> a. make informed decisions about whether or not they choose to smoke when they are older b. make informed decisions about whether they choose to drink alcohol when they are older c. recognise strategies for resisting pressure d. identify ways to keep themselves calm in an emergency e. reflect on their own body image and know how important it is that this is positive f. accept and respect themselves for who they are g. respect and value their own bodies h. be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> a. be motivated to care for their own physical and emotional health b. be motivated to find ways to be happy and cope with life's situations without using drugs c. identify ways that someone who is being exploited could help themselves d. suggest strategies someone could use to avoid being pressured e. recognise that people have different attitudes towards mental health / illness f. use different strategies to manage stress and pressure
Relationships	<ul style="list-style-type: none"> a. identify the responsibilities they have within their family b. use Solve-it-together in a conflict scenario and find a win-win outcome c. know how to access help if they are concerned about anything on social media or the internet 	<ul style="list-style-type: none"> a. identify feelings and emotions that accompany jealousy b. suggest positive strategies for managing jealousy c. identify people who are special to them and express why 	<ul style="list-style-type: none"> a. suggest strategies for building self-esteem of themselves and others b. identify when an online community / social media group feels risky, uncomfortable, or unsafe c. suggest strategies for staying safe online/ social media 	<ul style="list-style-type: none"> a. recognise that people can have problems with their mental health and that it is nothing to be ashamed of b. help themselves and others when worried about a mental health problem c. recognise when they are feeling grief and have

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	<ul style="list-style-type: none"> d. empathise with people from other countries who may not have a fair job/ less fortunate e. understand that they are connected to the global community in many different ways f. identify similarities in children's rights around the world g. identify their own wants and needs and how these may be similar or different from other children in school and the global community 	<ul style="list-style-type: none"> d. identify the feelings and emotions that accompany loss e. suggest strategies for managing loss f. tell you about someone they no longer see g. suggest ways to manage relationship changes including how to negotiate 	<ul style="list-style-type: none"> d. say how to report unsafe online / social network activity e. identify when an online game is safe or unsafe f. suggest ways to monitor and reduce screen time g. suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> strategies to manage them d. demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control e. resist pressure to do something online that might hurt themselves or others f. take responsibility for their own safety and well-being
Changing Me	<ul style="list-style-type: none"> a. express how they feel about babies b. describe the emotions that a new baby can bring to a family c. express how they feel about puberty d. say who they can talk to about puberty if they have any worries e. identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry f. identify changes they are looking forward to in the next year g. suggest ways to help them manage feelings 	<ul style="list-style-type: none"> a. appreciate their own uniqueness and that of others b. express how they feel about having children when they are grown up c. express any concerns they have about puberty d. say who they can talk to about puberty if they are worried e. apply the circle of change model to themselves to have strategies for managing change f. know strategies for managing the emotions relating to change 	<ul style="list-style-type: none"> a. celebrate what they like about their own and others' self- image and body-image b. suggest ways to boost self-esteem of self and others c. recognise that puberty is a natural process that happens to everybody and that it will be OK for them d. ask questions about puberty to seek clarification e. express how they feel about having a romantic relationship when they are an adult 	<ul style="list-style-type: none"> a. recognise ways they can develop their own self-esteem b. express how they feel about the changes that will happen to them during puberty c. recognise how they feel when they reflect on the development and birth of a baby d. understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to e. celebrate what they like about their own and

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	during changes they are more anxious about		<ul style="list-style-type: none"> f. express how they feel about having children when they are an adult g. express how they feel about becoming a teenager h. say who they can talk to if concerned about puberty or becoming a teenager/adult 	<ul style="list-style-type: none"> others' self- image and body-image f. use strategies to prepare themselves emotionally for the transition (changes) to secondary school

British Values Coverage Mapping Table

Being Me in my World

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those with different faiths and beliefs
EYFS	✓	✓	✓	✓	✓
1	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those with different faiths and beliefs
EYFS	✓	✓	✓	✓	✓
1	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

Dreams and Goals

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those with different faiths and beliefs
EYFS	✓		✓	✓	✓
1	✓		✓	✓	✓
2	✓	✓	✓	✓	✓
3			✓	✓	✓
4	✓		✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓		✓	✓	✓

Healthy Me

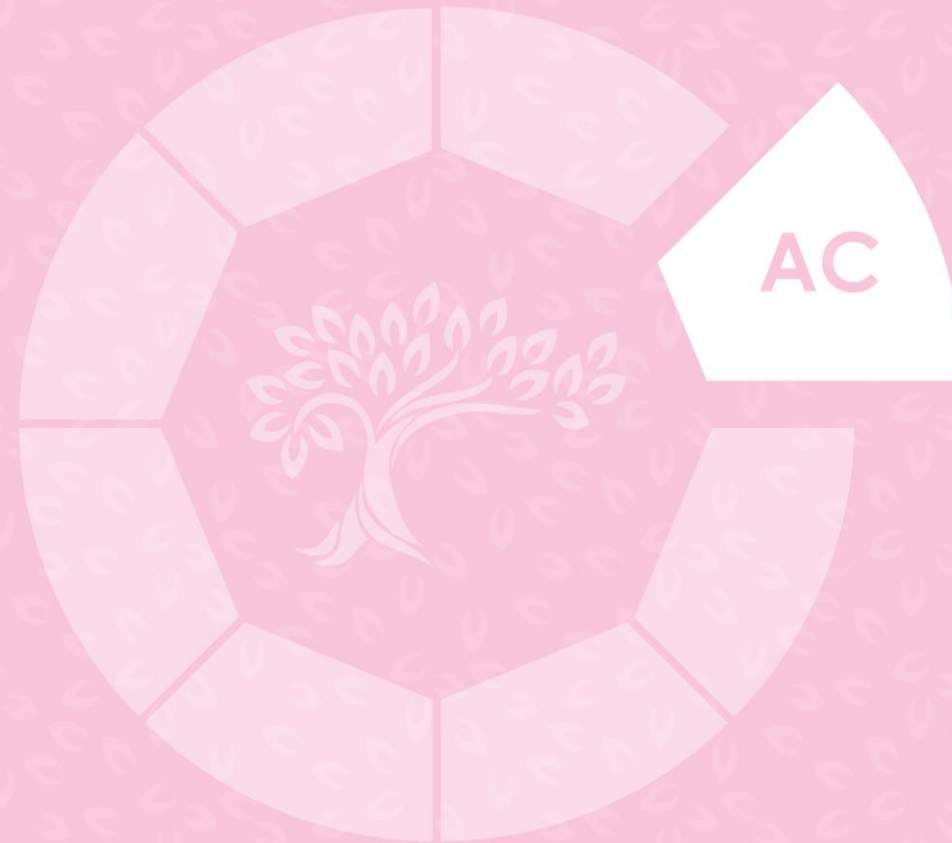
Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those with different faiths and beliefs
EYFS		✓	✓	✓	✓
1		✓	✓	✓	
2		✓	✓	✓	
3		✓	✓	✓	✓
4	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6		✓	✓	✓	✓

Relationships

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those with different faiths and beliefs
EYFS	✓	✓	✓	✓	✓
1	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4		✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

Changing Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those with different faiths and beliefs
EYFS			✓	✓	✓
1		✓	✓	✓	✓
2		✓	✓	✓	✓
3			✓	✓	✓
4	✓		✓	✓	✓
5			✓	✓	✓
6			✓	✓	✓



Arts & Creativity

Arts & Creativity

The Arts & Creativity Domain encompasses the following subjects:

- Art & Design
- Music
- Drama & Performance

At the Oak Partnership Trust, we believe that **Arts and Creativity** development is designed to prepare children for an ever-changing world in which creative thinking will bring fundamental, life-long skills. We aim to inspire children to think innovatively, creatively and collaboratively, to provide the freedom to express themselves through authentic, open-ended first hand experiences and to equip them with tools required to explore their ideas in an experiential way.

We are committed to promote a positive, inclusive curriculum so all learners, whether they are SEN, EAL or a disadvantaged child, have equal opportunities because our lessons offer a wide breath of curriculum.

Our vision is to celebrate diversity and inspire in pupils a curiosity and fascination about the world. We actively engage pupils in an enjoyment of arts and culture through a broad range of experiences and opportunities.

The Arts are a powerful and unique form of communication that can change and impact the way children feel, think and act, helping them to prepare for and participate in a rich and fulfilling life.

Art

In Art, children develop a knowledge of the styles and vocabulary used by famous artists. They have opportunities to develop their skills by using a range of media and materials. The skills they develop and obtain are applied to cross-curricular topics, allowing children to use their art skills to evaluate, reflect on and explore a variety of topics in greater depth.

Music

The trust promotes a high-quality music education, which enables children to develop a love of music whilst increasing self-confidence, creativity and a sense of achievement. Our vision is to engage, inspire and nurture pupils' talents as musicians.

Drama and Performance

In Drama and Performance, we aim for our children to be able to develop oral and vocabulary skills, as well as building confidence and self-esteem. The curriculum provides opportunities for pupils to perform to wider audiences and to experience live performances.

The progressions of skills and knowledge in Arts and Creativity are based on the theory of building composite knowledge from smaller components.

-The Arts and Creativity Domain Team

Art & Design

Skills and Knowledge Progression

Strands	EYFS	Key Stage One	
		Year One	Year Two
Exploring & Developing Ideas	<ul style="list-style-type: none"> a. explore ideas, thoughts and feelings in creative work b. explore and use a variety of materials, tools and techniques. c. experiment with colour, design, texture, form and function d. share creations and explain the processes they have used. 	<ul style="list-style-type: none"> a. explore ideas from observation, experience and imagination b. explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures (including ICT) c. work on their own and collaboratively with others and reflect upon creative work 	
Drawing	<ul style="list-style-type: none"> a. uses simple tools and techniques b. create simple representations of events, people and objects 	<ul style="list-style-type: none"> a. use a variety of tools, e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media b. use a sketchbook to gather and collect artwork c. begin to explore the use of line, shape, colour and pattern 	<ul style="list-style-type: none"> a. experiment with different media, e.g. crayons, pastels, felt tips, charcoal, ballpoint and different grades of pencil (HB, 2B, 4B) b. understand the use of a sketchbook and express ideas for drawings c. explore art and design techniques in using colour, pattern, texture, line, shape, form and space
Painting	<ul style="list-style-type: none"> a. explore colour b. use simple tools and techniques 	<ul style="list-style-type: none"> a. use a variety of paint, tools and techniques including the use of different brush sizes and types b. explore and mix colour and shade to reflect observation and imagination c. create different textures using a variety of materials (sawdust, bubble wrap) 	<ul style="list-style-type: none"> a. explore and mix different types of paint, colour, shades, tones and texture b. experiment with tools and techniques (layering, mixing, scraping)

Strands	EYFS	Key Stage One	
		Year One	Year Two
Sculpture (3D Form)	<ul style="list-style-type: none"> a. manipulate different materials and construct with a purpose in mind b. select tools and techniques needed to shape, assemble and join materials 	<ul style="list-style-type: none"> a. manipulate materials for a variety of purposes (clay, playdough, Papier-mâché, cardboard) b. experiment with, construct and join recycled, natural and man-made materials c. explore shape and form and understand the safety of materials and tools 	
Art, Craft & Design	<ul style="list-style-type: none"> a. experiment to create different textures b. understand that different media can be combined to create new effects c. use simple tools and techniques 	<ul style="list-style-type: none"> a. explore a variety of art forms (textiles, collage & printing) b. use a variety of techniques (weaving, tie-dyeing, fabric crayons, rubbings, printing) c. create images from using a wide variety of media and art forms, including natural and made materials (fabric, plastic, tissue, magazines, crepe paper) d. design and build a complex pattern and recognise pattern in the environment 	

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Exploring & Developing Ideas	<ul style="list-style-type: none"> a. select and record from observation, experience and imagination, and explore ideas for different purposes b. explore the variety of genres, styles and traditions of artists, craftspeople and designers working in different times and cultures (including ICT) c. work on their own, and collaboratively with others and reflect upon their creations and the processes they have used d. evaluate and adapt their work and explore ways to annotate work in sketchbooks 			
Drawing	<ul style="list-style-type: none"> a. experiment with different grades of pencil b. plan, refine and alter their drawings c. use a sketchbook to collect and record visual information from different sources (Artist Study) d. draw for a sustained period of time e. use different media to explore line, texture, tone, colour, shape, pattern 	<ul style="list-style-type: none"> a. make informed choices in drawing (paper and media) b. alter and refine drawings and describe changes using art vocabulary c. use a sketchbook independently to collect research and images to inspire drawings d. explore relationships between line, texture, tone, colour, shape, pattern 	<ul style="list-style-type: none"> a. use a variety of material for their work b. work in a sustained and independent way from observation, experience and imagination c. use a sketchbook effectively to develop ideas d. explore the potential properties of the visual elements: line, texture, tone, colour, shape, pattern 	<ul style="list-style-type: none"> a. demonstrate a wide variety of ways to use dry and wet media b. identify artists who have worked in a similar way to their own work c. use a sketchbook to develop ideas using different or mixed media, d. manipulate and experiment with the elements of art: line, texture, tone, colour, shape, pattern
Painting	<ul style="list-style-type: none"> a. mix a variety of colours and develop colour vocabulary to identify which primary colours make secondary colours b. experiment with different effects and textures (colour blocking washes and thickened paint) c. work confidently on a range of scales (brush & paper sizes) 	<ul style="list-style-type: none"> a. make and match colours with increasing accuracy and use specific colour vocabulary (tint, tone, shade, hue) b. plan and create different effects and textures with paint 	<ul style="list-style-type: none"> a. demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours b. research and test a variety of media and materials to create imaginative work 	<ul style="list-style-type: none"> a. create shades and tints using a variety of colour b. choose appropriate paint, paper and tools to adapt and develop their work c. independently research and test media, materials and mix appropriate colours d. identify composition of paintings
Sculpture (3D Form)	<ul style="list-style-type: none"> a. plan, design, make and adapt a sculpture through drawing and other preparatory work. b. create sculptures and constructions with increasing independence 			

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	<ul style="list-style-type: none"> c. talk about and evaluate their work showing understanding about chosen materials, shape, space and form d. sculpt using clay and develop different techniques and skills (slabs, coils, slips) e. use a variety of recycled, natural and man-made materials to create sculptures (wood, clay, plaster, Papier-mâché & salt dough) 			
Art, Craft & Design	<ul style="list-style-type: none"> a. explore a variety of skills and art forms (textiles, collage & printing) with increasing independence b. select appropriate tools to use a variety of techniques (weaving, dyeing, rubbings, printing, embroidery, batik, resist printing and marbling) c. choose collage or textiles to experiment with a range of technique e.g. overlapping, layering d. design, refine, express and analyse ideas to extend and justify their work using art vocabulary e. select a variety of materials, objects and media for creative work (e.g. collage, textiles & printing) and show awareness of their properties f. explore pattern and shape, colours and textures to create designs 			

Music

Skills and Knowledge Progression

Strands	EYFS	Key Stage One	
		Year One	Year Two
Singing	a. sing a range of well-known nursery rhymes and songs	a. use voices expressively and creatively by singing songs and speaking chants and rhymes	a. sing songs regularly and accurately b. sing with knowledge of tempo and dynamics and be able to respond to leader's directions
Listening	a. listen to live and recorded music attentively b. try to move in time with music	a. listen with concentration and understanding to a range of high-quality live and recorded music b. develop a knowledge and understanding of the traditions, history and social context of music	
Composing	a. experiment with, create and select sounds	a. experiment with, create, select and combine sounds using the inter-related dimensions of music b. improvise simple vocal chants using call and response c. recognise how graphic notation can represent created sounds	a. experiment with, create, select and combine sounds using the inter-related dimensions of music b. create music in response to a non-musical stimulus c. use graphic symbols, dot notation or stick notation appropriately to keep a record of a composition
Performing	a. perform a variety of songs and rhymes	a. clap or move to a steady pulse, changing the tempo to match the music b. perform songs with a limited range as a group or class c. perform compositions to peers using tuned or untuned percussion	a. sing short phrases independently b. perform songs accurately as a group or class c. perform compositions to peers using tuned or untuned percussion d. introduce paired quavers and crotchets

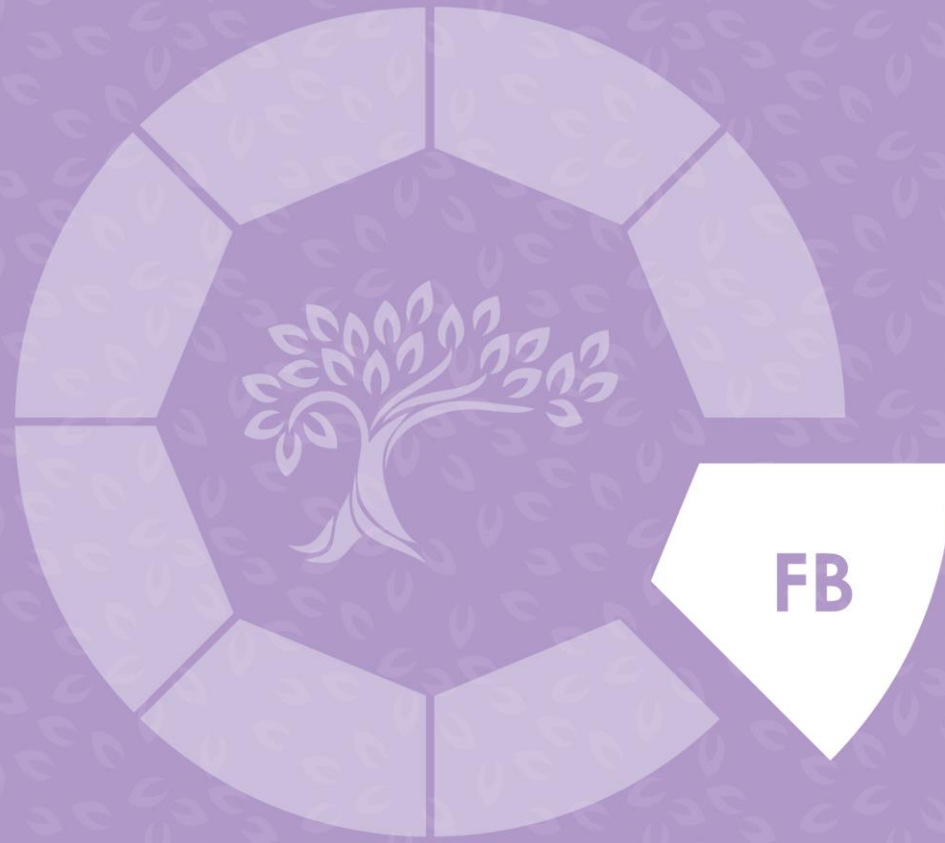
Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Singing	a. sing a range of unison songs, tunefully and expressively b. sing with knowledge of tempo and dynamics and be able to respond to leader's directions	a. sing a range of unison songs, within the range of an octave, pitching accurately and following direction b. introduce vocal harmony using rounds and simple two-part songs	a. sing a broad range of songs from an extended repertoire, with a sense of ensemble and performance b. sing three-part rounds and songs with harmony parts	a. sing a broad range of songs that involve more complex rhythm and syncopation b. sing four-part rounds and more complex songs with harmony parts
Listening	a. listen with concentration and understanding to a range of high-quality live and recorded music b. develop a knowledge and understanding of the traditions, history and social context of music c. recall sounds with increasing aural memory			
Composing	a. become more skilled at improvising and be able to structure musical ideas b. combine known rhythmic notation with letter names to create simple melodies	a. improvise short ideas on the selected instruments that they are learning b. introduce major and minor chords c. record compositions using graphic score, chord grids or staff notation	a. improvise freely over a drone or groove b. compose melodies in a set key c. record compositions using graphic score, chord grids or staff notation	a. compose music to include repetition and contrast b. use music technology to create melodies, ostinatos and accompaniments c. record compositions using graphic scores, chord grids or staff notation
Performing	a. play, practise and perform melodies using simple staff notation in solo and ensemble contexts b. introduce stave, lines, spaces and clef c. perform songs in class and collective worship	a. play, practise and perform pieces of music on selected instruments in solo and ensemble contexts b. introduce and understand the difference between minims, crotchets, paired quavers and rests c. perform songs in class and collective worship	a. play, practise and perform pieces of music on selected instruments in solo and ensemble contexts b. introduce triads and how they are formed c. develop the skill of playing by ear d. introduce time signatures, semibreves and semiquavers e. perform songs in class and collective worship	a. play, practise and perform pieces of music on selected instruments in solo and ensemble contexts b. read and play confidently using pitch and rhythm notation c. maintain an independent part as part of a group d. perform songs and pieces of music in class, collective worship and celebrations events

Drama and Performance

Skills and Knowledge Progression

Strands	EYFS	Key Stage One	
		Year One	Year Two
Skills Development	<ul style="list-style-type: none"> a. represent their own ideas, thoughts and feelings through dance, role-play and stories b. confidently speak in a familiar group and express themselves effectively c. develop their own narratives and explanations by connecting ideas and events d. take part in a whole class/KS production, taking on the role of a character e. experience being a part of an audience and watching live performances 	<ul style="list-style-type: none"> a. learn a longer piece of script b. deliver their lines to both the audience and other actors on stage c. start to use different expression and emphasis with their voice to enhance meaning and create effect d. be aware of the other actors and listen for and respond to their cues e. take part in a whole class/KS production, taking on the role of a character f. experience being a part of an audience and watching live performances 	

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Skills Development	<ul style="list-style-type: none"> a. learn more than one piece in a longer script b. deliver their lines audibly and clearly with expression, using actions and facial expressions as well as their voice to enhance meaning and emphasis c. deliver lines to small groups of other actors and to the audience d. develop the character they are playing e. listen to the lines of others and respond appropriately to what they are saying f. take part in a whole class/KS production, taking on the role of a character g. experience being a part of an audience and watching live performances 		<ul style="list-style-type: none"> a. learn more complex scripts involving dialogue with a larger group of actors b. deliver their lines audibly, clearly and convincingly to other actors and the audience having developed the character they are playing, using expression and intonation c. adapt their performance to what is happening on stage around them, beginning to improvise or deviate slightly from the exact script d. respond to the lines of others actors on stage appropriately e. take part in a whole class/KS production, taking on the role of a character f. experience being a part of an audience and watching live performances 	



Faith & Belief

Faith & Belief

The Faith and Belief Domain encompasses the following subject:

- Religious Education

At The Oak Partnership Trust, the vision for Faith and Belief is to immerse children into holistic, meaningful thought about life and the lives of others incorporating faith and the exploration of spirituality. Meanwhile, embedding the school values throughout the curriculum, creating innovative and creative cross-curricular learning with the values at the heart of everything we do.

Studying Faith and Belief is learning about and from religion, developing cultural awareness by providing children with opportunities to discover and learn about the multicultural world we live in through reflection, analysis, discussion, debate and exploration. It must integrate creating a sense of wonder, awe, mystery and joy through reflection time and insights of deep questions about life, change and death. It should enable children to understand religion, rite of passage, the world we live in and their role within it through the study of Christianity as well as other religions (Judaism, Hinduism and Islam), giving children a chance to reflect on different faiths. Integrating the study of faith and belief helps children to live harmoniously with others by stimulating social and emotional development, where children have understanding and respect for others; becoming polite, courteous and considerate citizens.

By the end of KS1, we aim for children to have an understanding of world faith and beliefs, with them beginning to form their own opinions, beliefs and feelings towards the world we live in. By the end of KS2, children will have a deep level of understanding of Christianity and will be able to compare and contrast other faith and beliefs. From this they will have formed their own beliefs and understand their role within the ever-changing world we live in.

The progressions of skills and knowledge in Faith and Belief are based on the theory of building composite knowledge from smaller components.

-Faith and Belief Domain Team

The Teaching of Faith & Belief

This publication shows the skills progression for Faith and Belief. All schools will be teaching the agreed objectives from Awareness, Mystery and Values Somerset Agreed Syllabus units to facilitate the skills overleaf. In addition, Church of England schools will use 'Understanding Christianity' to further support the teaching of Christianity.

Coverage of Religions

At each key stage there are minimum requirements for which religions are to be studied.

In addition to the focus religions indicated below, schools are free to include additional studies of religions and beliefs, as well as groups within traditions, as they judge to be appropriate and according to local or specific curriculum interests. Particularly in relation to community cohesion all schools are encouraged to ensure that their RE curriculum reflects the principal faiths and beliefs in the locality. For example, schools may wish to take account of particular faiths when there are adherents in the classroom, e.g., by acknowledging festivals when they occur and making these times 'special days' for children who celebrate them.

Teachers should ensure that, over each Key Stage as a whole, their schemes of work reflect the fact that the religious traditions and cultural heritage in Great Britain are in the main Christian, while taking account of the teachings and practices of the principal religions indicated below. Throughout the programme of study schools will also include consideration of non-religious points of view.

EYFS and Key Stage 1	Christianity plus ONE other religion, from:	Hinduism, Islam or Judaism.
Key Stage 2	Christianity plus THREE other religions:	Hinduism, Islam and Judaism.

Objectives written in italics have come from the Understanding Christianity curriculum document.

Skills Progression

Investigation	<ul style="list-style-type: none"> • asking relevant questions; • knowing how to use a variety of sources in order to gather information; • knowing what may count as good evidence in understanding religion(s).
Interpretation	<ul style="list-style-type: none"> • the ability to draw meaning from artefacts, works of art, poetry and symbolism; • the ability to interpret religious language; • the ability to suggest meanings of religious texts.
Reflection	<ul style="list-style-type: none"> • the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions
Empathy	<ul style="list-style-type: none"> • developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; • the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; • the ability to see the world through the eyes of others, and to see issues from their point of view.
Evaluation	<ul style="list-style-type: none"> • the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.
Analysis	<ul style="list-style-type: none"> • distinguishing between opinion, belief and fact; • recognising bias, caricature, prejudice and stereotyping; • distinguishing between the features of different religions
Synthesis	<ul style="list-style-type: none"> • linking significant features of religion(s) together in a coherent pattern; • connecting different aspects of life into a meaningful whol
Application	<ul style="list-style-type: none"> • making links between religion and individual, community, national and international life; • identifying key religious values and their links with secular values
Expression	<ul style="list-style-type: none"> • the ability to articulate ideas, beliefs and values; • the ability to respond to religious ideas, beliefs and questions through a variety of media.
Self-understanding	<ul style="list-style-type: none"> • the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

Knowledge and Skills Progression

	EYFS
Skills	Reflection, Expression, Application.
EYFS statement: Faith and Belief will feature across the EYFS framework.	
<ul style="list-style-type: none"> a. Talk about members of their immediate family and community. b. Understand that some places are special to members of their community. c. Recognise that people have different beliefs and celebrate special times in different ways. 	
People, Culture and Communities	
<ul style="list-style-type: none"> a. Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps. b. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. c. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps. 	

Strands	Religion	Key Stage One	
		Year One	Year Two
Learning Skills		Investigation, reflection, empathy, application, expression, self-understanding	
Religious texts	Skills	<ul style="list-style-type: none"> a. Ask relevant questions b. Identify values/morals of key religious texts 	
	Christianity	<ul style="list-style-type: none"> a. To know that the Bible is a library of books. b. Christians use the bible find out about what God is like and how he wants people to live. c. Recount the story about the birth of Jesus d. Understand that Advent is the time before Christmas when Christians get ready for Jesus coming. e. Recount the stories of the Good Samaritan, the lost sheep and the rich fool f. Know the word parable g. <i>The Bible points out that Jesus' birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</i> h. <i>Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.</i> 	
	Judaism	<ul style="list-style-type: none"> a. To know that the Torah is the holiest book for every Jewish person. 	

		<ul style="list-style-type: none"> b. Know basic elements of the story found in Genesis: God made the world from nothing, God makes everything in the world, including plants and animals, Man is the last to be made, Man is made last and is given responsibility to care for the world God has created c. Retell the story of Hannukah and Moses
	Sikhism	<ul style="list-style-type: none"> a. Know the story of Rama and Sita
Rites of passage	Skills	<ul style="list-style-type: none"> a. Recognise and name religious practices
	Christianity	<ul style="list-style-type: none"> b. Recount and attempt to sequence some stories from the Bible associated with the last eight days of Jesus' life c. Understand a baptism/Christening and begin to compare against own experiences d. <i>Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.</i>
	Judaism	<ul style="list-style-type: none"> a. Understand 'Brit Milah' and compare to a Baptism/Christening
Beliefs	Skills	<ul style="list-style-type: none"> a. Articulate ideas, beliefs and values b. Respect and understand beliefs from other religions to their own
	Christianity	<ul style="list-style-type: none"> c. Know the creation story d. Know the 10 commandments are a way of life for Christians e. Christians worship God and try to live in ways that please him f. Christians believe God created the universe. g. The Earth and everything in it are important to God, Christians should care for the world. h. <i>Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things.</i> i. <i>Christians believe Jesus rose from the dead, giving people hope of a new life.</i>
	Judaism	<ul style="list-style-type: none"> a. Know that Jews believe in one God who created the universe. b. Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God.
	Humanism	<ul style="list-style-type: none"> a. Know that many Humanists are 'atheists'; they do not believe in a deity b. Humanism focuses on helping people live well and make the world a better place. c. Know why humanists believe that human beings are special
	Buddhism	<ul style="list-style-type: none"> d. Buddha taught that possessions can't give us lasting happiness; in the end they break, grow old or let us down, making us unhappy
Religious artefacts/symbols	Skills	<ul style="list-style-type: none"> a. name some religious symbols b. explain the meaning of some religious symbols c. Recognise, name and describe key symbols. artefacts
	Christianity	<ul style="list-style-type: none"> d. Explore the significance of the Cross and understand its importance for Christianity e. Know that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament (which Christians share with Judaism – Jesus was a Jew) and New Testament. f. Explore the symbol of a dove and the egg at Easter g. To listen to hymns
	Judaism	<ul style="list-style-type: none"> a. Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis

		<p>b. Know that the Torah means 'teaching' is the most important part of Jewish scriptures.</p> <p>c. Know that it contains the first 5 books of the Hebrew Bible.</p>
Places of worship	Skills	<p>a. Name places of worship and which religion they belong to</p> <p>b. Name at least two key features of religious buildings in each religion studied</p>
	Christianity	<p>c. To become familiar with the key features of a Church (alter, stain glass windows, font)</p> <p>d. To be familiar with what children do – Sunday school, choir, rainbows etc.</p>
	Judaism	a. To become familiar with the key features of a Synagogue (Scrolls, Ark, Bimah, Ner Tamid, Yad)
	Islam	a. To become familiar with the key features of a Mosque (Minaret, washroom and dome)
	Hinduism	a. To become familiar with the key features of a Temple (Vedas, main shrine, Murtis, Aum, bell)
	Buddhism	a. To become familiar with the key features of a Buddhist Temple
Significant people	Skills	<p>a. Name key religious people from a variety of religions</p> <p>b. Know the significance of the important people in each religion studied</p>
	Christianity	<p>c. Meet people who lead church services.</p> <p>d. Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this.</p> <p>e. <i>God has a unique relationship with human beings as their Creator.</i></p> <p>f. <i>Christians believe Jesus is a friend to the poor and friendless.</i></p> <p>g. <i>Christians believe Jesus builds a bridge between God and humans.</i></p>
	Judaism	<p>a. Know that God made a Covenant with Abraham</p> <p>b. Sometimes Jews write the words as G-d because of its sacredness</p>
	Islam	a. To know that Allah and Muhammad are significant people to Muslims
	Hinduism	a. To know that God Brahman is a significant person to Hindus
	Buddhism	a. People with a special role; monks, nuns and teachers
Rules of behaviour	Skills	<p>a. describe some of the teachings of a religion</p> <p>b. Begin to reflect and compare rules of behaviour to their own</p>
	Christianity	<p>c. Understand that Christians believe that Jesus rose from the dead, giving hope of a new life.</p> <p>d. Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.</p> <p>e. Know that Jesus can help Christians to think about their behaviour</p>
	Judaism	<p>a. Understand that one day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important.</p> <p>b. Understand how special the Torah is for Jews: The Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah.</p>
	Humanism	a. Know special ways humanists celebrate life
Celebrations	Skills	<p>a. Name and describe some of the main festivals or celebrations of a religion</p> <p>b. Chinese New Year, Easter, Ramadan, Harvest, Diwali, Christmas, Shabbat</p>
Understand Values	Skills	<p>a. identify how they have to make their own choices in life</p> <p>b. explain how actions affect others</p> <p>c. show an understanding of the term 'morals'</p> <p>d. consider the thoughts, feelings, experiences, attitudes, beliefs and values of others</p>

		e. see the world through the eyes of others, and to see issues from their point of view
	Christianity	f. Understand the role of a church in a community
	Judaism	a. Understand the role of a Synagogue in a community

By the end of KS1, children may have understanding of religions not listed above.

Strands	Religion	Lower Key Stage 2	
		Year 3	Year 4
Learning Skills		Investigation, reflection, empathy, application, expression, self-understanding, interpretation.	
Religious texts	Skills	<ul style="list-style-type: none"> a. interpret religious language b. Know how to use a variety of sources in order to gather information c. suggest meanings of religious texts 	
	Christianity	<ul style="list-style-type: none"> d. Explain the Christian Salvation story and that it makes four main claims (God created a perfect the world, Humanity went wrong, to save humanity, God had a salvation plan, God enters into the world as Jesus Christ who saves humanity) e. Recall the key features of the story of Zacchaeus: – Understand the context of the story; Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. Now he is sorry. He wants to make up for his bad deeds and live a better life. – Understand the message of this and other stories from the Bible – that Christians believe f. Recall the story of Jesus' death on the cross. g. Recall stories from the Bible of Jesus miracles h. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. i. Recall the story of the Unmerciful Servant Matthew 18:23-34 j. <i>The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help.</i> k. <i>The Old Testament tells the story of a particular group of people, the 'children of Israel' — known as the People of God — and their relationship with God.</i> l. <i>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.</i> m. <i>Explain connections between biblical texts and the key concepts studied, using theological terms.</i> 	

		n. <i>Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</i>
	Judaism	a. Recall the story of the giving of the 10 commandments to Moses: The people of Israel are enslaved in Egypt; God sends 10 plagues; the Pharaoh releases the Jews; this hasty departure is known as the exodus; the Jews spent 40 years as nomads; Moses went up Mt Sinai to receive from God the 10 commandments and other commandments which were the rules Jews had to live by.
	Islam	See artefacts/symbols
	Hinduism	a. Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach a) respect for Parents, b) keeping promises, c) doing the right thing even when it's hard, and from his reign d) using power with care and responsibility towards those with less power, know that Hindus think these are important guidelines for right-living. b. Know that Hindu holy books describe Rama AND Krishna as special people called Avatars. These are believed by Hindus to be God, in human form and that God can choose to be born as an Avatar, in any time and place, when the world needs God's help or example.
Rites of passage	Skills	a.
	Christianity	b. Recall what happens in both Infant Baptism and Believers' Baptism c. Christians try to be like Jesus and obey his teachings in the things that they think and do.
	Judaism	a. On the Shabbat Jews attend the synagogue, where they worship God. Doing this develops a sense of community.
Beliefs	Skill	a. Present the key teachings and beliefs of a religion
	Christianity	b. Recognise that Christians refer to Jesus as 'the Saviour' or as 'my Saviour' c. Understand that Christians believe that because Jesus died, they can be forgiven by God. d. Christians believe the Bible talks about what God is like and his relationship with people who believe in Him. e. Understand what Christians believe this and other stories from the Bible say about who Jesus is – that only God can do things like this. Christians believe that Jesus is the Son of God. f. How does this and other teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing g. <i>God the Creator cares for the creation, including human beings.</i> h. <i>They believe he promises to stay with them, and Bible stories show how God keeps his promises.</i> i. <i>Christians believe that, through Jesus, all people can become the People of God.</i> j. Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. k. <i>Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e., Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</i>

		<p>l. Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him.</p> <p>m. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <p>n. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</p>
	Judaism	<p>a. God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan</p> <p>b. Understand that the Jews made an agreement or covenant with God: If Jews agree to obey His commandments; the Jews would be His Chosen people</p>
	Islam	<p>a. Identify the two main beliefs of Islam as: the belief in only one God, and the belief that Muhammad is the Messenger of God</p> <p>b. Know that Muslims believe that Muhammad had many revelations over 22 years</p> <p>c. Know that Muslims believe that the angel Gabriel was 'sent down' with God's holy book – the Mother of the Book. This was the book that was shown to Muhammad. So, the Qur'an is a copy of God's holy book.</p>
	Hinduism	<p>a. Know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma'</p> <p>b. Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars, such as a loving mother (Devi), Lakshmi, popularly worshipped at Divali.</p>
	Humanism	<p>a. Be familiar with the concepts 'material world' and 'secular'. Know that 'secular' means 'concerned with the material world' and 'not concerned with religion'</p> <p>b. Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world.</p> <p>c. Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies. They should know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities or that good deeds or wrongdoing will be judged and/or punished by a god or gods.</p>
Religious artefacts/symbols	Skills	<p>a. refer to religious figures and holy books to explain answers</p> <p>b. Identify religious artefacts and explain how and why they are used</p> <p>c. identify religious symbolism in literature and the arts</p>
	Christianity	<p>d. The holy trinity: Father, Son and Holy Spirit</p>
	Judaism	<p>a. The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezzuzah.</p> <p>b. Know that some Jews wear Tephilin (or Tefillin), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love God with their mind and on their arm facing the heart to remind Jews they must love God with all their heart.</p> <p>c. Know the Torah is written in Hebrew.</p>
	Islam	<p>a. Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the words that had been revealed to Muhammad. What they wrote formed a book – the holy Qur'an.</p> <p>b. Understand that the Qur'an is treated with great respect by Muslims, including that it is often kept in a stand, kept above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book.</p>

	Hinduism	a. Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti.
	Humanism	a. Be familiar with what the 'happy human' symbol means to Humanists.
Places of worship	Skills	a. describe religious buildings and explain how they're used b.
	Christianity	c. To understand the significance of key features of a Church (alter, stain glass windows, font, lectern, pulpit, crucifix)
	Judaism	a. To understand the significance of each element of the synagogue b. In the synagogue the Torah (Sefer Torah) is written on parchment, which are written by hand with a special ink. The importance of the scrolls is shown by the way they are: <input type="checkbox"/> Never touched by human hands- a special pointer is used (Yad) <input type="checkbox"/> Each scroll has a mantle (cover) <input type="checkbox"/> Once they have been used, they are returned to the Ark <input type="checkbox"/> There is an ever-burning lamp outside the Ark to show God is always present c. The reading of the Torah is central to the service: during the service there will be readings from the Torah.
	Islam	a. To understand the significance of elements of a Mosque
	Hinduism	a. To understand the significance of elements of a Mandir
Significant people	Skills	a. refer to religious figures and holy books to explain answers b. give some reasons why religious figures may have acted as they did
	Christianity	c. <i>Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</i> d. Christians believe the Father creates; he sends the Son, who saves his people; the Son sends the Holy Spirit to his followers. e. Christians worship God as Trinity. Christians have created art to help to express this belief. f. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. g. Find out about different Ministeries within the church for example: Bishop, priest, elder, organist, teacher and cleaner.
	Judaism	a. Understand that Jews believe there is one God who should be placed above all else.
	Islam	a. Know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah.
Rules of behaviour	Skills	a. explain some of the religious practices of both clerics and individuals
	Christianity	b. Christians try to put Jesus' teaching and example into practice in lots of ways, from church worship to social justice. c. <i>As human beings are part of God's good creation, they do best when they listen to God.</i> d. <i>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</i> e. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. f. Christians today trust that Jesus really did rise from the dead, and so is still alive today. g. Christians remember and celebrate Jesus' last week, death and resurrection.

		<p>h. Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</p> <p>i. Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people</p> <p>j. Christians try to be like Jesus — they want to know him better and better.</p> <p>k. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</p> <p>l. The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>m. The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God</p> <p>n. To know the cycle of the Christian calendar and the meaning of major festivals including the use of significant colours</p>
	Judaism	<p>a. Know that Jews celebrate the exodus at the week-long Passover festival; at the Seder meal Jews re-tell the story of the Exodus using symbolic food. The festival recalls this as a key event in their history because it shows: (a) God was at work in the events of history (b) they have been chosen to have a special relationship with God.</p>
	Islam	<p>a. Understand that praying 5 times a day, which is prescribed in the Qur'an, is one-way Muslims submit to the will of Allah. They do this by: □ Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and helps them straying from the path □ The sujud position (prostration) reflects Muslim submission as a physical act. □ Salah can take place anywhere, as God created everything</p> <p>b. Know that God's message is known as the 'Straight Path' or the Shariah</p>
	Hinduism	<p>a. Understand when Hindus light lamps to celebrate Divali they remember that God guides us in life the way lamps light up darkness, to help us see our way.</p> <p>b. Recognise a form of Hindu worship (called puja) using a special tray called 'a puja thali' with a small sacred flame, a bell, flower petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time.</p> <p>c. Know that Hindus have a special place at home for performing puja once a day</p> <p>d. Understand that Puja helps Hindus be quiet enough to 'hear' God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir.</p>
	Skills	
Celebrations		<p>a. Pentecost</p> <p>b. Passover</p> <p>c. Shabbat</p> <p>d. Divali</p>
Reflection		<p>a. Link significant features of religion(s) together in a coherent pattern</p> <p>b. Respond to religious ideas, beliefs and questions through a variety of media</p> <p>c. Consider what may count as good evidence in understanding religion(s)</p> <p>d. Debate issues of religious significance with reference to evidence, argument, opinion and statements of faith</p> <p>e. Draw meaning from significant experiences in their own and others' lives and from religious questions and answers</p>

		<p>f. Weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p> <p>g. See the world through the eyes of others, and to see issues from their point of view</p>
Understand Values	Skills	<p>h. Connect different aspects of life into a meaningful whole</p> <p>i. Show an understanding that personal experiences and feelings influence attitudes and actions</p> <p>j. Discuss and give opinions on stories involving moral dilemmas</p> <p>k. Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</p> <p>l. Articulate ideas, beliefs and values</p> <p>m. Explain how beliefs about right and wrong affect people's behavior</p> <p>n. Describe how some of the values held by communities or individuals affect behaviour and actions</p> <p>o. Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others</p>
	Christianity	p. Understand the role and significance of a Church in the community
	Judaism	a. Understand the role and significance of a Synagogue in the community
	Islam	a. Understand the role and significance of a Mosque in the community
	Hinduism	a. Understand the role and significance of a Hindu Temple in the community

Strands	Religion	Upper Key Stage 2	
		Year 5	Year 6
Skills		Investigation, reflection, empathy, application, expression, self-understanding, interpretation, evaluation, analysis, synthesis.	
Religious texts	Skill	<ul style="list-style-type: none"> a. suggest meanings of religious texts b. interpret religious language 	
	Christianity	<ul style="list-style-type: none"> c. Christians believe the Bible talks about what God is like and his relationship with people who believe in him. d. Know that the nativity is found in two gospels: Matthew (ch 1-2) and Luke (ch 1-2) e. Understand that the two accounts are told from different viewpoints (Mary and Joseph's). Reflect on why there may be different accounts. f. The Bible account of the virgin birth supports the Christian belief that Jesus is both human and divine. Some Christians understand this symbolically and others literally. g. The nativity of Jesus concerns the incarnation of Jesus: literally "become flesh". Incarnation is the belief that Jesus Christ is fully human and fully God. h. Recall what Jesus said about selfless, unconditional love in the Beatitudes (part of the Sermon on the Mount, Matthew 5.1-12 & 43-46). i. <i>The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</i> j. <i>The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin</i> <ul style="list-style-type: none"> • <i>The Gospels give accounts of Jesus' death and resurrection.</i> • <i>Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</i> • <i>The parables suggest that there will be a future Kingdom, where God's reign will be complete. The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</i> k. Explore the origin and meaning of the Lord's prayer. 	
	Judaism	<ul style="list-style-type: none"> a. Know the story of Abraham who Jews believe was the first person to believe in one God: Abraham was rich and lived in Ur; the people worshipped many gods a. God speaks to Abraham and tells him to leave his home with 3 promises: a relationship with God, numerous descendants and land □ but Sara is barren □ with no scriptures or traditions, he puts his faith in God b. Recall that Jewish scriptures are called the Tenakh, which are made up of 3 sections: Torah, Nevi'ism and Ketuvim. The word Tenakh, is made up of these 3 types of writing. □ Know that the Torah is the most important because it tells Jews what God is like and how they should live. Know that the teachings in the Torah are summed up in the Shema, which is kept on the doorpost of Jewish homes. It says "Hear O Israel, the Lord our God, the Lord is one ..." Understand that there is also a collection of writings called the Talmud. These contain 	

		the teaching of rabbis over many years. It gives more details about how to put the rules found in the Torah into practice
	Islam	<p>a. Understand that the Qur'an is the original and most basic source of God's Law</p> <p>b. Know the story of Bilal and understand why this story is important to Muslims: □ Bilal is a black African slave; refuses to obey his master to attack one of Muhammad's followers who claimed that all people are equal; while imprisoned, waiting to be punished, he became a Muslim; close to death he was sold to Abu Bakr one of Muhammad's closest companions; Bilal was freed; Bilal became the first Muezzin (gave the first call to prayer at the first mosque in Medina and then at the Ka'aba). Meaning: this story emphasises that people should be judged not by their position in society or race, but on their commitment to obey Allah's commands. □ That Allah alone is worthy of worship. □ Bilal exemplified his dedication to Allah, even risking his own life. He is a role model to Muslims.</p> <p>c. Understand that the Muslims believe the Qur'an is (a) the word of God not a human creation, (b) is the authentic version of the revelations to Muhammad in word, rhythm (it is poetic) and so must be read in Arabic, (c) the most comprehensive and final book of knowledge and instruction to believers</p>
	Hinduism	<p>a. Also recall the Holika story, who died using her powers to try and kill Prahlad, a believer in God, and understand how this reminds Hindus to use their gifts to help not hurt others, the principle of ahimsa.</p> <p>b. Understand that thousands of years ago, Hindu books called the Vedas described many ways of thinking about God with special names, images and stories to help Hindus remember and understand about God. Hindus pray to God by any of these names and ways</p>
Rites of passage	Christianity	a. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).
	Judaism	a. Know that Jews have coming of age ceremonies: Bar and Bat Mitzvah (for boys and girls, respectively). These are important because it marks the time when people become responsible for following the Torah.
	Humanism	a. Know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why
	Buddhism	a. Samsara - continual cycle of birth and death
Beliefs	Skill	<p>a. explain how some teachings and beliefs are shared between religions</p> <p>b. explain some of the different ways that individuals show their beliefs</p> <p>c. articulate ideas, beliefs and values</p>
	Christianity	<p>d. Understanding forgiveness or pardoning of sin through the death and resurrection of Jesus. Symbolising being "at one" or harmony, with someone</p> <p>e. Know that Christians emphasise that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven</p> <p>f. Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer.</p> <p>g. Christians believe that "God is love" (1 John 4.8) – compassionate, omniscient, omnipresent, almighty, pure, holy.</p>

		h. Christians believe that it matters what people do. When people sin, it makes God upset and angry. <i>They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</i>
	Judaism	
	Islam	<p>a. Know the Muslim belief that humans have a tendency to forget, ignore or tamper with, God's clear message. Understand the Muslim belief that humans have not followed God's message in the past because of over self-confidence (hubris) and so they <input type="checkbox"/> forgot it <input type="checkbox"/> ignore it <input type="checkbox"/> tamper with it</p> <p>b. Know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah.</p>
	Hinduism	<p>a. Know that the term "Hinduism" is a Western term for people who lived in Northern India, who shared the Vedas and ancient Sanskrit writings of India.</p> <p>b. Recall the story of Shiva and the Ganges. Understand that Hindus believe that whilst the natural world is all from within God and so is to be treated as special, the Ganges is a holy river to visit and Shiva is a special and particularly powerful form of God to worship.</p> <p>c. Recall the Hindu greeting Namaste and its meaning: 'I respect you', because Hindus believe the same God is inside every heart and must be treated as one world-family.</p> <p>d. Hindus believe in Reincarnation: the belief that when a body dies their atman ("soul") may move onto another being. In the Bhagavad Gita this is likened to someone changing dirty clothes for clean ones. Similarly, the Atman casts off its worn-out body for a new one. (Bhagavad Gita 2:22). <input type="checkbox"/> The Atman persists and is reborn many times. This continual cycle is called Samsara. <input type="checkbox"/> The type of life an Atman moves onto depends on its previous one. This is determined by the Law of Karma. <input type="checkbox"/> The end of Samsara is called Moksha. The soul breaks out of reincarnation and joins with Brahman</p>
	Humanism	<p>a. Be able to say why Humanism is a life stance but not a religion.</p> <p>b. Know how secular Humanists regard life and death. They should know that the focus of their attention is on what can be achieved during this life in this world and that they hold that death is the end of life</p>
	Buddhism	<p>a. Buddhists believe in: • importance of compassion; • respect for all living things and the intention not to harm them; • importance of being generous, kind, truthful, helpful and patient; and • importance of reflection and meditation, developing inner peace.</p> <p>b. Four Noble Truths: • Being greedy and wanting things can't make you happy; • You can be content without having everything you want; • You have to learn this through practice; and • Peace of mind comes when you are content with having just enough – not too much, not too little.</p>
Religious artefacts/symbols	Skill	
	Christianity	a. Explore how Jesus is portrayed in art from different ages and cultures and how this can send a message about different beliefs relating to him.
	Judaism	
	Islam	
	Hinduism	a. Recognise the symbol often associated with Hinduism: Aum. The sound is sacred and is a way of describing Brahman.
	Buddhism	a. Thankas, mandalas and rupas-standing, sitting and lying down with a third eye shows that he is enlightened.

Places of worship	Skill	
	Christianity	<p>a. To understand the similarities and differences between denominations of Church</p> <p>b. Jesus told his followers, "As I have loved you, so you must love one another." John 13.35. Give examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today. E.g. visiting the sick, chaplains, hospices, food banks, rehabilitation of prisoners and addicts, helping the homeless, street pastors, promoting fair trade, aid work, education and working with youth.</p>
	Judaism	<p>a. To recognise the 10 commandments and Menorah candle</p> <p>b. To understand the similarities and differences between denominations of a Synagogue</p>
	Islam	
	Hinduism	
	Buddhism	a. The 'sangha'
Significant people	Skill	a. Show an understanding of the role of a spiritual leader
	Christianity	b. Christians believe Jesus is God in the flesh.
	Judaism	<p>a. Know that the Jewish name for God is Adonai which mean 'Lord'. Jews use the name with great respect, never carelessly.</p> <p>b. Jesus was Jewish.</p> <p>c. <i>The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</i></p> <p>d. <i>Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.). Christians see Jesus as their Saviour (see Salvation).</i></p> <p>e. Know that Abraham is called one of the fathers of Judaism</p>
	Islam	<p>a. Know the Muslim belief that Muhammad is the final Prophet</p> <p>b. Know the names of Prophets that lived before Muhammad who are named in the Qur'an, including: Adam, Abraham, Moses and Jesus. According to the Qur'an these prophets taught essentially the same religion (din) (from Adam to Muhammad). know that all the Prophets before Muhammad were given the same message.</p>
	Hinduism	a. Hinduism teaches that there is one Supreme Being/Person, Brahman. Brahman is everywhere and everything that exists lives in Brahman all the time. Nothing would exist if Brahman was not in it.
	Humanism	a. Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott.
Rules of behaviour	Buddhism	a. Buddha means enlightened
	Skill	<p>a. Explain the practices and lifestyles involved in belonging to a faith community</p> <p>b. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles</p> <p>c. Explain why different religious communities or individuals may have a different view of what is right and wrong</p> <p>d. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules)</p>
	Christianity	<p>e. Give examples of the Beatitudes on what Christians are doing today to live out these beliefs.</p> <p>f. Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.</p>

		<p>g. Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin</p> <p>h. Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future</p> <p>i. Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</p> <p>j. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>
	Judaism	<p>a. Understand that, for Jews, the covenant that began with Abraham is an important belief of a two-way relationship. Jews put their faith in God (not blind faith – Abraham often questions God) and God gives his blessings to Abraham and his descendant</p> <p>b. Dietary rules including kosher and trefah and separation of meat and milk.</p>
	Islam	<p>a. Muslims do not criticise the prophets of other religions, because of this. Muslims show great respect to these by adding the phrase, 'peace be upon them'. They also show great respect to the sacred texts of other religions; such as gospels and Torah.</p>
	Hinduism	<p>a. Followers prefer the term "Sanatan Dharma", which mean 'eternal truths' (i.e. basic teachings which have always been true and always will be)</p> <p>b. Know the Hindu word for 'action' is 'karma which means everything we do will have consequences. This is the 'Law of Karma'. Following the Dharma will produce beneficial results.</p>
	Islam	<p>a. Hadith provides Muslims with the practical interpretations of how to apply the Qur'an to everyday life. Muslims believe Muhammad received instructions from Gabriel and so these are as valid as those in the Qur'an.</p> <p>b. Understand that the practices of Zakat (giving) and Saum (fasting during Ramadan) illustrate the concept of Khalifah: □ Zakat (giving) is a duty (something you must do) not charity (something you might chose to do); it should be done anonymously, receiving no praise. □ Saum (fasting during Ramadan) is an act of learning to appreciate all that God has provided.</p>
Reflection		<p>a. respond to religious ideas, beliefs and questions through a variety of media</p> <p>b. recognise and express feelings about their own identities and relate these to religious beliefs or teachings</p> <p>c. Distinguish between opinion, belief and fact</p> <p>d. debate issues of religious significance with reference to evidence, argument, opinion and statements of faith</p> <p>e. draw meaning from significant experiences in their own and others' lives and from religious questions and answers</p> <p>f. develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</p> <p>g. express their own values and remain respectful of those with different values</p> <p>h. consider the thoughts, feelings, experiences, attitudes, beliefs and values of others</p> <p>see the world through the eyes of others, and to see issues from their point of view</p>
Celebrations	Skill	
	Christianity	
	Judaism	<p>a. Know that Yom Kippur is the holiest day in the Jewish calendar.</p> <p>b. This period starts with Rosh Hashannah and ends ten days later with Yom Kippur. It is during this time of fasting that Jews show how sorry they are, and attend the synagogue as often as they can, listening to the Torah; for</p>

		<p>asking for forgiveness from those who they have wronged, forgive those who have wronged them and ask God to forgive them; saying, "And for all these, God of forgiveness, forgive us, pardon us, and grant us atonement"</p> <p>c. Understand how Jews celebrate the Shabbat and why it is considered the most important festival: □ Timing of Shabbat, no work, but study, rest and leisure □ Time to celebrate belief in one God as creator □ Central rituals: Kiddush, lighting candles, wine shared, and bread cut □ Attendance at Synagogue and opening of Ark □</p> <p>d. Understand the meaning of Simchat Torah: a ceremony at the end of Sukkot, when the final part of Deuteronomy and the first part of Genesis is read to show that the reading of the Torah never stops. It reminds Jews that it is important to study and obey the Law throughout their lives.</p>
	Islam	a. Eid
	Hinduism	a. Know the Holi festival celebrates Spring, community and equality, reminding Hindus to respect the natural world and its seasons
	Buddhism	<p>a. Wesak - Buddha's birthday</p> <p>b. Dharma Day</p>
Understand Values	Skill	<p>a. Recognise bias, caricature, prejudice and stereotyping</p> <p>b. Weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p>
	Christianity	<p>c. Christians use a range of theories and metaphors to explain how this reconciliation works. A common approach in Western Christianity is that: – Humans have not lived in the way God intended – they have sinned – Having broken God's Law, humans should have been punished. (Romans 6:23 – Jesus is without sin – He sacrifices himself in the place of humanity – Because Jesus is without sin, he 'pays the price' which should have been paid by humanity'. (Galatians 3.13)</p> <p>d. Understand God loves His creation, and everything is created in harmony</p> <p>e. Humans have a duty to care for God's creation. They are the stewards of creation</p> <p>f. Identify how the belief that Jesus is "God is with us" helps a Christian in daily life. Christians pray because they believe that Jesus is with them to listen and to help.</p> <p>g. <i>The story of Exodus and Moses. Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus</i></p> <p>h. <i>The New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways.</i></p> <p>i. <i>Christians believe that Jesus calls them to sacrifice their own needs to the needs of others.</i></p>
	Judaism	
	Islam	
	Hinduism	
Buddhism		

