



The Aspire Hub – Curriculum 2019

Curriculum Overview

The Aspire Hub Curriculum is bespoke to every child. It is based on sound educational research and on the understanding that children develop at their own rates, and in their own ways. Whilst we believe there is a typical range of development, we believe this needs to be personalised for every child. The child is at the heart of our curriculum. Nurture principles provide a foundation for everything we do. This enables us to provide a curriculum appropriate to every child's intellectual level and developmental stage.

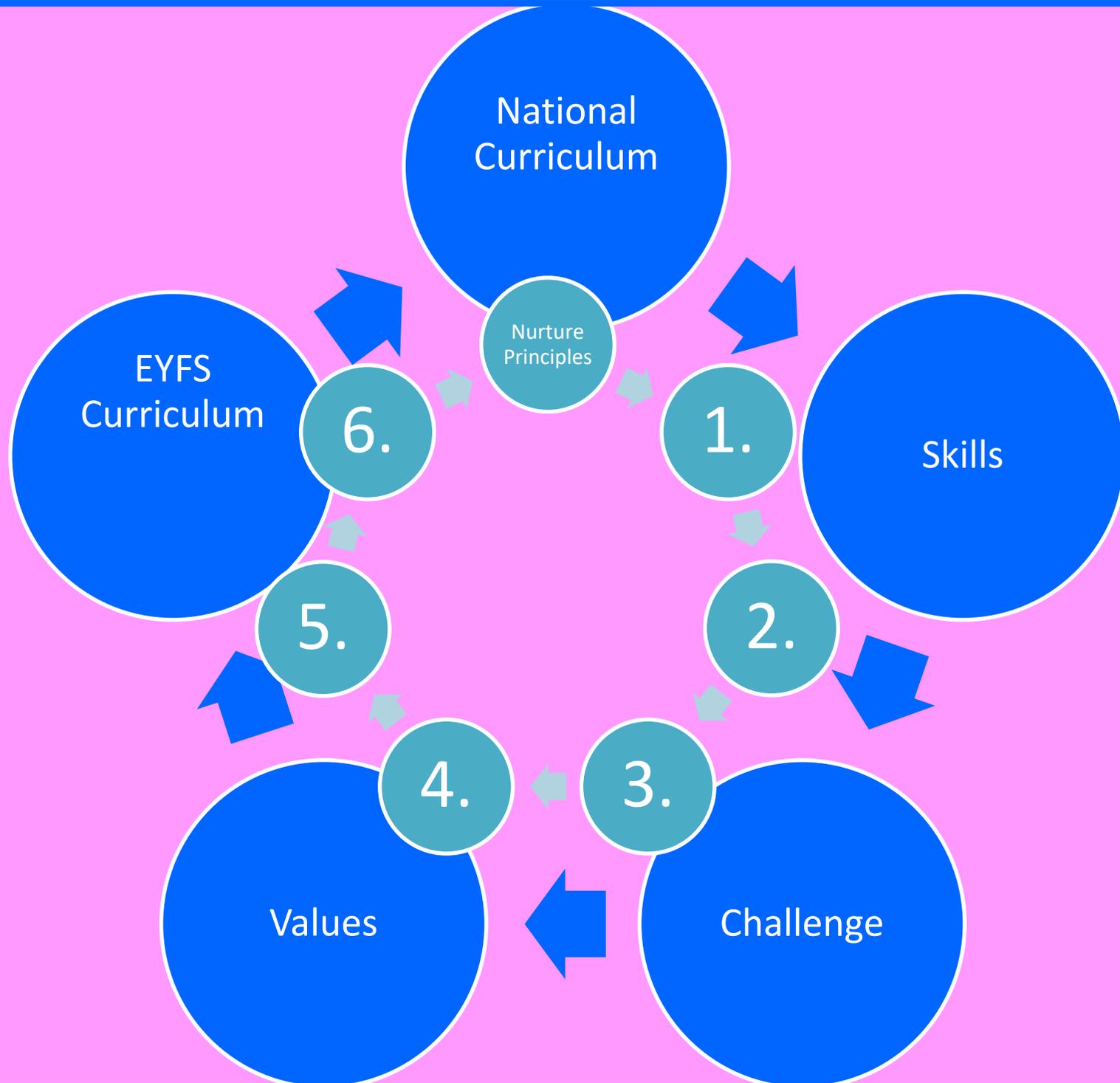
“Social and emotional learning interventions (Nurture) have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices and supported by professional development and training for staff.” *Education Endowment Foundation Toolkit*

Our philosophy is simple. We get to know our children quickly by effective transition arrangements with their mainstream school and parents. If we know what interests and enthuses our children, and we know where they are within their learning and what skills they have grasped, and the things they find challenging then we know what their next steps are. Lessons are planned around these next steps, and we differentiate learning to match the needs of the children within our classes. We design our learning experiences around the interests of our children based on their prior knowledge. Our topics develop children's skills and love of learning by making links between the individual subjects and enabling them to apply skills and knowledge in a wide range of contexts relevant to them. Teachers use our curriculum map to plan learning opportunities, skilfully adapting it for individual learners. Each topic is driven by the children's interests, has embedded elements of English and mathematics and is designed to provide challenging learning with strong links made to additional subjects all underpinned by the Nurture Principles.

The Six Nurture Principles

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

The model demonstrates our holistic curriculum. The child being children, the Nurture principles forming the foundation with the content of the Early Years Foundation Stage Curriculum and National Curriculum providing the covering with a focus on skills in a highly challenging learning environment; intellectually, socially and developmentally.



Nurture Principles

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Boxall Assessment

Developmental		Diagnostic	
Organisation of experiences		Self-limiting Features	
A	<p>Gives purposeful attention:</p> <p>1. Listens with interest when an adult explains something to the group. 6. Makes appropriate and purposeful use of the materials/equipment provided by the adult without the need for continuing direct support 12. Listens, attends and does what is required when the adult addresses a simple positive request specifically to him/her. 16. Is adequately competent and self-reliant in managing basic personal needs. 20. Participates in adult led group activities</p>	Q	<p>Disengaged:</p> <p>4. Oblivious of people and events; doesn't relate; is 'out of contact and can't be reached' 14. Repetitively pursues a limited task which does not progress. 25. Listless and aimless; lacks motivation and functions only with direct and continuing support or pressure.</p>
B	<p>Participates constructively:</p> <p>14. Shows awareness of happenings in the natural world, is interested, curious, and genuinely seeks explanations 21. Shows genuine interest when another young person relays a personal experience; pays attention and gains from experience. 26. Is reasonably able to prepare for planned tasks, organise required equipment and clear away.</p>	R	<p>Self-negating:</p> <p>2. Avoids, rejects or becomes upset when faced with a new and unfamiliar task, or a difficult or competitive situation. 12. Self-conscious and easily rebuffed. Hypersensitive to disapproval or the regard in which s/he is held by others. 22. Self-disparaging and self-demanding.</p>
C	<p>Connects up experiences:</p> <p>15. of his/her own accord, returns to and completes a satisfying activity that has been interrupted. 23. Recalls information of relevance to something s/he reads or hears about and makes a constructive links 27. Communicates a simple train of thought with coherence.</p>	Undeveloped Behaviour	
		S	<p>Undifferentiated attachments:</p> <p>8. Relates and responds to adults in an immature way 18. Overreacts to warmth, attention or praise and responds inappropriately. 29. Possessive of personal objects and resists having them taken away.</p>

D	<p>Shows insightful involvement: 3. Appreciates a joke or is amused by an incongruous statement or situation 24. Makes constructive and reciprocal friendships which provide companionship 28. Responds to narrative stories with appropriate feeling; Is able to identify characteristics in fictional texts. 29. Makes pertinent observations about the relationships between two other people and appropriately attributes attitudes and motives to them 34. Shows curiosity and constructive interest when something out of the ordinary happens.</p>	T	<p>Inconsequential behaviour: 6. Inappropriate noises, remarks or behaviours that appear unrelated to the current situation. 16. Gives uninhibited expression to boisterous and noisy behaviour; is not influenced by normal social constraints and expectations 27. Shows fleeting interest and has limited concentration. 33. Restless and erratic behaviour that lacks direction</p>
E	<p>Engages cognitively with peers: 25. Contributes to the course of a co-operative and developing activity with two or more young people and shows some variation in the roles s/he takes 30. Engages in conversation with another young person</p>	U	<p>Craves attachment reassurance: 10. Adopts stratagems to gain and maintain close physical contact with the adult. 19. desperately craves affection, approval and reassurance but questions he sincerity of the regard shown; seeks it repeatedly but remains insecure.</p>
Internalisation of Controls		Unsupported Development	
F	<p>Is emotionally secure: 2. Takes appropriate care of something s/he has made or work s/he has done 18. Turns to an adult for help, reassurance or acknowledgement, in the expectation that support will be forthcoming. 31. Looks up and makes eye contact when an adult is nearby and addresses him/her by name.</p>	V	<p>Avoids/ rejects attachment: 1. Abnormal eye contact and gaze. 11. Lacks trust in adults' intentions and is wary of what they might do; avoids contact, and readily shows fear. 21. Functions and relates to others minimally and resists or erupts when attempts are made to engage him/her further. 30. Sullen, resentful, and negative in general attitude and mood.</p>
G	<p>Is biddable, accepts constraints: 4. Is able to bring to a close an enjoyable activity when the adult, with adequate warning makes a general request to the group. 9. Complies with specific verbal prohibitions on his/her personal use of equipment. 13. Works alongside another young person who is independently occupied, without interfering or causing disturbance. 32. Sits reasonably still without talking or causing disturbance when an adult makes a general request to a group of young people for their attention.</p>	W	<p>Insecure sense of self: 3. Variable in mood; sometimes seeks and responds to positive interactions with an adult, at other times rejects or avoids. 13. Contrary in behaviour; sometimes helpful, cooperative and compliant yet at other times stubborn, obstinate and resistive 23. Attention seeking in a bid for recognition or admiration 31. Can't tolerate even a slight imperfection in his/her work and is upset or angry of s/he can't put it right</p>
H	<p>Accommodates to others: 5. Makes and accepts normal physical contact with others. 7. Maintains acceptable behaviour and functions adequately when the routine of the day is disturbed. 8. Makes an appropriate verbal request to another young person who is in her/his way or has something s/he needs. 11. Accommodating to other young people when they show friendly and constructive interest in joining his/her activity of group. 33. Gives way to another young person's legitimate need for equipment s/he is using by sharing it with him/her.</p>	X	<p>Negativism towards self: 5. Uncontrolled and unpredictable emotional outburst or eruptions that release and relive pent up and endured anger or distress 15. Spoils, destroys, or otherwise negates the achievement or success s/he has worked for and values 26. Sulks when disapproval is shown, when attention is withdrawn or when thwarted. 32. Feels persecuted; believes that others are against him/her and complains of being 'got at' and left out.</p>

I	<p>Responds constructively to others: 17. In freely developing activities involving other young people s/he constructively adapts to their ideas and suggestions.</p>	Y	<p>Negativism towards others: 7. Erupts into temper, rage or violence when thwarted, frustrated, criticised or touched; the 'trigger' is immediate and specific. 17. Reacts defensively even where there is no real threat; is evasive, blames others, finds excuses or denies. 24. Disparaging attitude towards other young people; is critical and contemptuous. 28. Remembers a real or imagined offence, bears a grudge and determinedly takes his/her revenge. 34. Determinedly dominates or persecutes by bullying, intimidation and the use of force.</p>
J	<p>Maintains internalised standards: 10. Abides by the rules of an organised group activity. Interacts, co-operates and continues to take part for the full duration of the activity. 19. Accepts disappointments 22. Shows genuine concern and thoughtfulness for other people; is sympathetic and offers helps.</p>	Z	<p>Wants grabs disregarding others: 9. Always has to be first, must be the best. Demands the most attention or immediate attention. 20. Has difficulty waiting; will push in, grab or take without consent.</p>

Early Years Foundation Stage Curriculum

Prime Areas

Personal, Social and Emotional Development	Physical Development	Communication and Language
Aspects: <ul style="list-style-type: none"> • Making relationships • Self-confidence and self-awareness • Managing feelings and behaviour 	Aspects: <ul style="list-style-type: none"> • Moving and handling • Health and self-care 	Aspects: <ul style="list-style-type: none"> • Listening and attention • Understanding • Speaking

Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Aspects: <ul style="list-style-type: none"> • Reading • Writing 	Aspects: <ul style="list-style-type: none"> • Numbers • Shape, space and measure 	Aspects: <ul style="list-style-type: none"> • People and communities • The world • Technology 	Aspects: <ul style="list-style-type: none"> • Exploring and using media and materials • Being imaginative

Characteristics of Effective Learning

Playing and exploring – engagement	Active learning – motivation	Creating and thinking critically – thinking
Finding out and exploring <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open ended activity 	Being involved and concentrating <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy and fascination • Not easily distracted • Paying attention to details 	Having their own ideas <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things
Playing with what they know <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking a role in their play • Acting out experiences with other people 	Keeping trying <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties 	Making links <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect
Being willing to ‘have a go’ <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a ‘can do’ attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	Enjoying achieving what they set out to do <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	Choosing ways to do things <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked

PRIME AREA OF LEARNING AND DEVELOPMENT – Personal, Social and Emotional Development

	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
 birth – 11 months	<ul style="list-style-type: none"> •Enjoys the company of others and seeks contact with others from birth. •Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes. •Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. •Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. •Responds to what carer is paying attention to, e.g. following their gaze. •Likes cuddles and being held calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin. 	<ul style="list-style-type: none"> •Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions. •Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. 	<ul style="list-style-type: none"> • Is comforted by touch and people's faces and voices. •Seeks physical and emotional comfort by snuggling in to trusted adults. •Calms from being upset when held, rocked, spoken or sung to with soothing voice. •Shows a range of emotions such as pleasure, fear and excitement. •Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying.
 8-20 months	<ul style="list-style-type: none"> • Seeks to gain attention in a variety of ways, drawing others into social interaction. •Builds relationships with special people. • Is wary of unfamiliar people. • Interacts with others and explores new situations when supported by familiar person. •Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them. 	<ul style="list-style-type: none"> • Enjoys finding own nose, eyes or tummy as part of naming games. •Learns that own voice and actions have effects on others. •Uses pointing with eye gaze to make requests, and to share an interest. •Engages other person to help achieve a goal, e.g. to get an object out of reach. 	<ul style="list-style-type: none"> •Uses familiar adult to share feelings such as excitement or pleasure, and for emotional 'refuelling' when feeling tired, stressed or frustrated. •Growing ability to soothe themselves and may like to use a comfort object. •Cooperates with caregiving experiences, e.g. dressing. •Beginning to understand 'yes', 'no' and some boundaries.
 16-26 months	<ul style="list-style-type: none"> •Plays alongside others. •Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. •Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. 	<ul style="list-style-type: none"> • Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. • Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). • Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult. 	<ul style="list-style-type: none"> • Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. • Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • Responds to a few appropriate boundaries, with encouragement and support. • Begins to learn that some things are theirs, some things are shared, and some things belong to other people.
 22-36 months	<ul style="list-style-type: none"> • Interested in others' play and starting to join in. •Seeks out others to share experiences. •Shows affection and concern for people who are special to them. •May form a special friendship with another child. 	<ul style="list-style-type: none"> •Separates from main carer with support and encouragement from a familiar adult. •Expresses own preferences and interests. 	<ul style="list-style-type: none"> •Seeks comfort from familiar adults when needed. •Can express their own feelings such as sad, happy, cross, scared, worried. •Responds to the feelings and wishes of others. •Aware that some actions can hurt or harm others. •Tries to help or give comfort when others are distressed. •Shows understanding and cooperates with some boundaries and routines. •Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. •Growing ability to distract self when upset, e.g. by engaging in a new play activity
 30-50 months	<ul style="list-style-type: none"> •Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. •Keeps play going by responding to what others are saying or doing. •Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> •Can select and use activities and resources with help. •Welcomes and values praise for what they have done. •Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. •Confident to talk to other children when playing and will communicate freely about own home and community. •Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> •Aware of own feelings and knows that some actions and words can hurt others' feelings. •Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. •Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met. •Can usually adapt behaviour to different events, social situations and changes in routine.
 40-60 months	<ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. •Explains own knowledge and understanding and asks appropriate questions of others. •Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Early Learning Goal Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<ul style="list-style-type: none"> •Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise, they have upset them. •Aware of the boundaries set, and of behavioural expectations in the setting. •Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p>

PRIME AREA OF LEARNING AND DEVELOPMENT – Communication and Language

	Listening and attention	Understanding	Speaking
 birth – 11 months	<ul style="list-style-type: none"> •Turns toward a familiar sound then locates range of sounds with accuracy. •Listens to, distinguishes and responds to intonations and sounds of voices. •Reacts in interaction with others by smiling, looking and moving. •Quieters or alerts to the sound of speech. •Looks intently at a person talking but stops responding if speaker turns away. •Listens to familiar sounds, words, or finger plays. •Fleeting Attention – not under child's control, new stimuli take whole attention. 	<ul style="list-style-type: none"> •Stops and looks when hears own name. •Starts to understand contextual clues, e.g. familiar gestures, words and sounds. 	<ul style="list-style-type: none"> •Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. •Makes own sounds in response when talked to by familiar adults. •Lifts arms in anticipation of being picked up. •Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, no no, gogo'.
 8-20 months	<ul style="list-style-type: none"> •Moves whole bodies to sounds they enjoy, such as music or a regular beat. •Has a strong exploratory impulse. •Concentrates intently on an object or activity of own choosing for short periods. •Pays attention to dominant stimulus – easily distracted by noises or other people talking. 	<ul style="list-style-type: none"> •Developing the ability to follow others' body language, including pointing and gesture. •Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). •Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'. 	<ul style="list-style-type: none"> •Uses sounds in play, e.g. 'brrrr' for toy car. •Uses single words. •Frequently imitates words and sounds. •Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.) •Uses pointing with eye gaze to make requests, and to share an interest. •Creates personal words as they begin to develop language.
 16-26 months	<ul style="list-style-type: none"> •Listens to and enjoys rhythmic patterns in rhymes and stories. •Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. •Rigid attention – may appear not to hear. 	<ul style="list-style-type: none"> •Selects familiar objects by name and will go and find objects when asked or identify objects from a group. •Understands simple sentences (e.g. 'Throw the ball'.) 	<ul style="list-style-type: none"> •Copies familiar expressions, e.g. 'Oh dear', 'All gone'. •Beginning to put two words together (e.g. 'want ball', 'more juice'). •Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). •Beginning to ask simple questions. •Beginning to talk about people and things that are not present.
 22-36 months	<ul style="list-style-type: none"> • Listens with interest to the noise's adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. 	<ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" •Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' •Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). •Developing understanding of simple concepts (e.g. big/little). 	<ul style="list-style-type: none"> •Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. •Holds a conversation, jumping from topic to topic. •Learns new words very rapidly and is able to use them in communicating. •Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. •Uses a variety of questions (e.g. what, where, who). •Uses simple sentences (e.g. 'Mummy gonna work'.) •Beginning to use word endings (e.g. going, cats).
 30-50 months	<ul style="list-style-type: none"> •Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Focusing attention – still listen or do but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> •Understands use of objects (e.g. "What do we use to cut things?") •Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. •Responds to simple instructions, e.g. to get or put away an object. •Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> •Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. •Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences. •Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.
 40-60 months	<ul style="list-style-type: none"> •Maintains attention, concentrates and sits quietly during appropriate activity. •Two-channelled attention – can listen and do for short span. <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<ul style="list-style-type: none"> •Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. •Able to follow a story without pictures or props. •Listens and responds to ideas expressed by others in conversation or discussion. <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<ul style="list-style-type: none"> •Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. •Uses language to imagine and recreate roles and experiences in play situations. •Links statements and sticks to a main theme or intention. •Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>

PRIME AREA OF LEARNING AND DEVELOPMENT – Physical Development		
	Moving and Handling	Health and self-care
 <p>birth – 11 months</p>	<ul style="list-style-type: none"> •Turns head in response to sounds and sights. •Gradually develops ability to hold up own head. •Makes movements with arms and legs which gradually become more controlled. •Rolls over from front to back, from back to front. •When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. •Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. •Reaches out for, touches and begins to hold objects. •Explores objects with mouth, often picking up an object and holding it to the mouth. 	<ul style="list-style-type: none"> •Responds to and thrives on warm, sensitive physical contact and care. •Expresses discomfort, hunger or thirst. •Anticipates food routines with interest.
 <p>8-20 months</p>	<ul style="list-style-type: none"> •Sits unsupported on the floor. •When sitting, can lean forward to pick up small toys. •Pulls to standing, holding on to furniture or person for support. •Crawls, bottom shuffles or rolls continuously to move around. •Walks around furniture lifting one foot and stepping sideways (cruising) and walks with one or both hands held by adult. •Takes first few steps independently. •Passes toys from one hand to the other. •Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. •Picks up small objects between thumb and fingers. •Enjoys the sensory experience of making marks in damp sand, paste or paint. •Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. 	<ul style="list-style-type: none"> •Opens mouth for spoon. •Holds own bottle or cup. •Grasps finger foods and brings them to mouth. •Attempts to use spoon: can guide towards mouth but food often falls off. •Can actively cooperate with nappy changing (lies still, helps hold legs up). •Starts to communicate urination, bowel movement.
 <p>16-26 months</p>	<ul style="list-style-type: none"> •Walks upstairs holding hand of adult. •Comes downstairs backwards on knees (crawling). •Beginning to balance blocks to build a small tower. •Makes connections between their movement and the marks they make. 	<ul style="list-style-type: none"> •Develops own likes and dislikes in food and drink. •Willing to try new food textures and tastes. •Holds cup with both hands and drinks without much spilling. •Clearly communicates wet or soiled nappy or pants. •Shows some awareness of bladder and bowel urges. •Shows awareness of what a potty or toilet is used for. •Shows a desire to help with dressing/undressing and hygiene routines.
 <p>22-36 months</p>	<ul style="list-style-type: none"> •Runs safely on whole foot. •Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. •Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. •Can kick a large ball. •Turns pages in a book, sometimes several at once. •Shows control in holding and using jugs to pour, hammers, books and mark-making tools. •Beginning to use three fingers (tripod grip) to hold writing tools •Imitates drawing simple shapes such as circles and lines. •Walks upstairs or downstairs holding onto a rail two feet to a step. •May be beginning to show preference for dominant hand. 	<ul style="list-style-type: none"> •Feeds self competently with spoon. •Drinks well without spilling. •Clearly communicates their need for potty or toilet. •Beginning to recognise danger and seeks support of significant adults for help. •Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. •Beginning to be independent in self-care, but still often needs adult support.
 <p>30-50 months</p>	<ul style="list-style-type: none"> •Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. •Mounts stairs, steps or climbing equipment using alternate feet. •Walks downstairs, two feet to each step while carrying a small object. •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. •Can stand momentarily on one foot when shown. •Can catch a large ball. •Draws lines and circles using gross motor movements. •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. •Holds pencil between thumb and two fingers, no longer using whole-hand grasp. •Holds pencil near point between first two fingers and thumb and uses it with good control. •Can copy some letters, e.g. letters from their name. 	<ul style="list-style-type: none"> •Can tell adults when hungry or tired or when they want to rest or play. •Observes the effects of activity on their bodies. •Understands that equipment and tools have to be used safely. •Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. •Can usually manage washing and drying hands. •Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
 <p>40-60 months</p>	<ul style="list-style-type: none"> •Experiments with different ways of moving. •Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Travels with confidence and skill around, under, over and through balancing and climbing equipment. •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. •Uses simple tools to effect changes to materials. •Handles tools, objects, construction and malleable materials safely and with increasing control. •Shows a preference for a dominant hand. •Begins to use anticlockwise movement and retrace vertical lines. •Begins to form recognisable letters. •Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<ul style="list-style-type: none"> •Eats a healthy range of foodstuffs and understands need for variety in food. •Usually dry and clean during the day. •Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. •Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. •Shows understanding of how to transport and store equipment safely. •Practices some appropriate safety measures without direct supervision. <p>Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>

SPECIFIC AREA OF LEARNING AND DEVELOPMENT – Literacy

Reading

Writing



birth – 11 months

- Enjoys looking at books and other printed material with familiar people.

Children’s later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say.

Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning.



8-20 months

- Handles books and printed material with interest.



16-26 months

- Interested in books and rhymes and may have favourites.



22-36 months

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’

- Distinguishes between the different marks they make.



30-50 months

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.



40-60 months

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goal
 Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Early Learning Goal
 Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

SPECIFIC AREA OF LEARNING AND DEVELOPMENT – Maths

Number

Shape, space and measure

 birth – 11 months	<ul style="list-style-type: none"> •Notices changes in number of objects/images or sounds in group of up to 3. 	Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore.
 8-20 months	<ul style="list-style-type: none"> •Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. •Has some understanding that things exist, even when out of sight. 	<ul style="list-style-type: none"> •Recognises big things and small things in meaningful contexts. •Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.
 16-26 months	<ul style="list-style-type: none"> •Knows that things exist, even when out of sight. •Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. •Says some counting words randomly. 	<ul style="list-style-type: none"> •Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. •Uses blocks to create their own simple structures and arrangements. •Enjoys filling and emptying containers. •Associates a sequence of actions with daily routines. •Beginning to understand that things might happen 'now'.
 22-36 months	<ul style="list-style-type: none"> •Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. •Recites some number names in sequence. •Creates and experiments with symbols and marks representing ideas of number. •Begins to make comparisons between quantities. •Uses some language of quantities, such as 'more' and 'a lot'. •Knows that a group of things changes in quantity when something is added or taken away. 	<ul style="list-style-type: none"> •Notices simple shapes and patterns in pictures. •Beginning to categorise objects according to properties such as shape or size. •Begins to use the language of size. •Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. •Anticipates specific time-based events such as mealtimes or home time.
 30-50 months	<ul style="list-style-type: none"> •Uses some number names and number language spontaneously. •Uses some number names accurately in play. •Recites numbers in order to 10. •Knows that numbers identify how many objects are in a set. •Beginning to represent numbers using fingers, marks on paper or pictures. •Sometimes matches numeral and quantity correctly. •Shows curiosity about numbers by offering comments or asking questions. •Compares two groups of objects, saying when they have the same number. •Shows an interest in number problems. •Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. •Shows an interest in numerals in the environment. •Shows an interest in representing numbers. •Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<ul style="list-style-type: none"> •Shows an interest in shape and space by playing with shapes or making arrangements with objects. •Shows awareness of similarities of shapes in the environment. •Uses positional language. •Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. •Shows interest in shapes in the environment. •Uses shapes appropriately for tasks. •Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
 40-60 months	<ul style="list-style-type: none"> •Recognise some numerals of personal significance. •Recognises numerals 1 to 5. •Counts up to three or four objects by saying one number name for each item. •Counts actions or objects which cannot be moved. •Counts objects to 10 and beginning to count beyond 10. •Counts out up to six objects from a larger group. •Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. •Counts an irregular arrangement of up to ten objects. •Estimates how many objects they can see and checks by counting them. •Uses the language of 'more' and 'fewer' to compare two sets of objects. •Finds the total number of items in two groups by counting all of them. •Says the number that is one more than a given number. •Finds one more or one less from a group of up to five objects, then ten objects. •In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. •Records, using marks that they can interpret and explain. •Begins to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<ul style="list-style-type: none"> •Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. •Selects a particular named shape. •Can describe their relative position such as 'behind' or 'next to'. •Orders two or three items by length or height. •Orders two items by weight or capacity. •Uses familiar objects and common shapes to create and recreate patterns and build models. •Uses everyday language related to time. •Beginning to use everyday language related to money. •Orders and sequences familiar events. •Measures short periods of time in simple ways. <p>Early Learning Goal Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>

SPECIFIC AREA OF LEARNING AND DEVELOPMENT - Understanding the world

	People and communities	The world	Technology
 birth – 11 months	The beginnings of understanding of people and communities lie in early attachment and other relationships.	<ul style="list-style-type: none"> •Moves eyes, then head, to follow moving objects. •Reacts with abrupt change when a face or object suddenly disappears from view. •Looks around a room with interest; visually scans environment for novel, interesting objects and events. •Smiles with pleasure at recognisable playthings. •Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle. (See also Characteristics of Effective Learning – Playing and Exploring, and Physical Development)	The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.
 8-20 months		<ul style="list-style-type: none"> •Closely observes what animals, people and vehicles do. •Watches toy being hidden and tries to find it. •Looks for dropped objects. •Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. •Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. 	
 16-26 months	<ul style="list-style-type: none"> • Is curious about people and shows interest in stories about themselves and their family. •Enjoys pictures and stories about themselves, their families and other people. 	<ul style="list-style-type: none"> •Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. •Remembers where objects belong. •Matches parts of objects that fit together, e.g. puts lid on teapot. 	<ul style="list-style-type: none"> •Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. •Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.
 22-36 months	<ul style="list-style-type: none"> •Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. •Beginning to have their own friends. •Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> •Enjoys playing with small-world models such as a farm, a garage, or a train track. •Notices detailed features of objects in their environment. 	<ul style="list-style-type: none"> •Seeks to acquire basic skills in turning on and operating some ICT equipment. •Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.
 30-50 months	<ul style="list-style-type: none"> •Shows interest in the lives of people who are familiar to them. •Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends. •Shows interest in different occupations and ways of life. •Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Developing an understanding of growth, decay and changes over time. •Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> •Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. •Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. •Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. •Knows that information can be retrieved from computers
 40-60 months	<ul style="list-style-type: none"> •Enjoys joining in with family customs and routines. <p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> •Looks closely at similarities, differences, patterns and change. <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> •Completes a simple program on a computer. •Uses ICT hardware to interact with age-appropriate computer software. <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>

SPECIFIC AREA OF LEARNING AND DEVELOPMENT - Expressive arts and design

Exploring and using media and materials

Being imaginative

 birth – 11 months	Babies explore media and materials as part of their exploration of the world around them.	Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design.
 8-20 months	<ul style="list-style-type: none"> •Explores and experiments with a range of media through sensory exploration and using whole body. •Move their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving. •Begins to move to music, listen to or join in rhymes or songs. •Notices and is interested in the effects of making movements which leave marks. 	
 16-26 months		<ul style="list-style-type: none"> •Expresses self through physical action and sound. •Pretends that one object represents another, especially when objects have characteristics in common.
 22-36 months	<ul style="list-style-type: none"> • Joins in singing favourite songs. •Creates sounds by banging, shaking, tapping or blowing. •Shows an interest in the way musical instruments sound. •Experiments with blocks, colours and marks. 	<ul style="list-style-type: none"> •Beginning to use representation to communicate, e.g. drawing a line and saying, 'That's me.' •Beginning to make-believe by pretending.
 30-50 months	<ul style="list-style-type: none"> •Enjoys joining in with dancing and ring games. •Sings a few familiar songs. •Beginning to move rhythmically. • Imitates movement in response to music. •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed. •Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. •Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> •Developing preferences for forms of expression. •Uses movement to express feelings. •Creates movement in response to music. •Sings to self and makes up simple songs. •Makes up rhythms. •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. •Engages in imaginative role-play based on own first-hand experiences. •Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. •Uses available resources to create props to support role-play. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
 40-60 months	<ul style="list-style-type: none"> •Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments. •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Early Learning Goal</p>	<ul style="list-style-type: none"> •Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. •Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. •Plays alongside other children who are engaged in the same theme. •Plays cooperatively as part of a group to develop and act out a narrative. <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

National Curriculum for English

	Year 1	Year 2	Year 3 and 4
Reading – word reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

	Year 5	Year 6
	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • pupils should be encouraged to work out any unfamiliar word and they should focus on all the letters in a word 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • pupils should be encouraged to work out any unfamiliar word and they should focus on all the letters in a word

	Year 1	Year 2	Year 3 and 4
Reading – comprehension	<p>Pupils are to taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far 	<p>Pupils are taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that 	<p>Pupils are taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these

<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. 	<p>they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
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Year 5 & 6

<p>Pupils are taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing 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 <p>understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.

	Year 1	Year 2	Year 3 and 4
Writing - transcription	<p>Pupils are taught to spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 <p>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Pupils are taught to spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl’s book] distinguishing between homophones and near homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. 	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> 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 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Year 5 and 6

Spelling (see English Appendix 1) Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

	Year 1	Year 2	Year 3 and 4
Writing – composition	<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

	Year 5	Year 6
Writing – composition	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in • narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: • assessing the effectiveness of their own and others’ writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in • narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: • assessing the effectiveness of their own and others’ writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

	Year 1	Year 2	Year 3 and 4
Writing – vocabulary, grammar and punctuation	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 5 and 6

Develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

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

National Curriculum for English

All year groups

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

National Curriculum for Mathematics

	Year 1	Year 2	Year 3
Number – number and place value	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas.
	Year 4	Year 5	Year 6
	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> read, write, order and compare numbers up to 10 000 000 and determine the value of each digit round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above.

		<ul style="list-style-type: none"> • read Roman numerals to 1000 (M) and recognise years written in Roman numerals 	
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	Year 1	Year 2	Year 3
Number – multiplication and division	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recall multiplication and division facts for multiplication tables up to 12×12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the four operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

	Year 1	Year 2	Year 3
Number – fractions	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above.
	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1

	<ul style="list-style-type: none"> • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • add and subtract fractions with the same denominator • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $4\frac{1}{2}$, $2\frac{1}{4}$, $4\frac{3}{4}$ • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure and money problems involving fractions and decimals to two decimal places. 	<ul style="list-style-type: none"> • 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, $5\frac{2}{4} + 5\frac{4}{4} = 5\frac{6}{4} = 1\frac{5}{4}$] • add and subtract fractions with the same denominator and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • solve problems involving number up to three decimal places recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents of $2\frac{1}{4}$, $4\frac{1}{4}$, $5\frac{1}{4}$, $5\frac{2}{4}$, $5\frac{4}{4}$ and those fractions with a denominator of a multiple of 10 or 25 	<ul style="list-style-type: none"> • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $4\frac{1}{2} \times 2\frac{1}{4} = 8\frac{1}{2}$] • divide proper fractions by whole numbers [for example, $3\frac{1}{2} \div 2 = 6\frac{1}{4}$] • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
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	Year 1	Year 2	Year 3
Measurement	<p>Pupils should be taught to compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and = recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p in practical contexts tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks].

	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Convert between different units of measure [for example, kilometre to metre; hour to minute] • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • estimate, compare and calculate different measures, including money in pounds and pence read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes • estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] • solve problems involving converting between units of time • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].

	Year 1	Year 2	Year 3
Geometry – properties of shapes	<p>Pupils should be taught to recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify 3-D shapes, including cubes and other cuboids, from 2-D representations • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (o) • identify: <ul style="list-style-type: none"> • angles at a point and one whole turn (total 360o) • angles at a point on a straight line and 2 1 a turn (total 180o) • other multiples of 90o • use the properties of rectangles to deduce related facts and find missing lengths and angles • distinguish between regular and irregular polygons based on reasoning about equal sides and angles. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

	Year 1	Year 2	Year 3
Geometry – position and direction	Pupils should be taught to: <ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	Pupils should be taught to: <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). 	Pupils should be taught to: <ul style="list-style-type: none"> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines
	Year 4	Year 5	Year 6
	Pupils should be taught to: <ul style="list-style-type: none"> describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down ♣ plot specified points and draw sides to complete a given polygon 	Pupils should be taught to: <ul style="list-style-type: none"> identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed 	Pupils should be taught to: <ul style="list-style-type: none"> describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes

	Year 1	Year 2	Year 3
Statistics	Pupils should be taught to: <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data 	Pupils should be taught to: <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data. 	Pupils should be taught to: <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
	Year 4	Year 5	Year 6
	Pupils should be taught to: <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data. 	Pupils should be taught to: <ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables. 	Pupils should be taught to: <ul style="list-style-type: none"> interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average.

National Curriculum for Science

Working Scientifically

Year 1 and Year 2

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Year 3 and Year 4

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

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

Year 5 and Year 6

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Plants

Year 1

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

Year 2

Pupils should be taught to:

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

Year 3 & Year 4

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals, including humans

Year 1

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 3 & Year 4

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 5 & Year 6

Pupils should be taught to:

- describe the changes as humans develop to old age.
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Year 1

Year 2

Everyday materials

Use of everyday materials

Pupils should be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Pupils should be taught to:

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

Year 1

Year 2

Seasonal Changes

Living things and their habitats

Pupils should be taught to:

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

Pupils should be taught to:

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

Year 3 & Year 4

Rocks

Light

Pupils should be taught to:

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

Pupils should be taught to:

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

- find patterns in the way that the size of shadows changes.

Forces & Magnets

Pupils should be taught to:

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

States of Matter

Pupils should be taught to:

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

Sound

Pupils should be taught to:

identify how sounds are made, associating some of them with something vibrating

- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

Electricity

Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

Year 5	Year 6
Properties & Changes to Materials	Earth & Space
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

National Curriculum Foundation Subjects

Key Stage 1

PE	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.
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Year 1		Year 2	
<p>Pupils should master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Bolton KS1 PE scheme of work would support children’s learning in PE. Outdoor and adventurous activities – developing trails.</p>		<p>Pupils should master basic movements with increasing skill and begin to apply these in a range of activities. These activities must include team games and performing dances. Bolton KS1 PE scheme of work would support children’s learning in PE. Outdoor and adventurous activities – developing trails.</p>	
Key Stage 2			
PE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
	Year 3		Year 4
<p>Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Bolton KS2 PE scheme would support children’s learning in PE. Games – performing in an athletic event e.g. obstacle course.</p>		<p>Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Bolton KS2 PE scheme would support children’s learning in PE. Games – performing in an athletic event e.g. obstacle course/sports day.</p>	
Year 5		Year 6	
<p>Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Bolton KS2 PE scheme would support children’s learning in PE. Dance – perform a traditional dance from the UK or beyond.</p>		<p>Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Bolton KS2 PE scheme would support children’s learning in PE. Evolution of dance – create and perform dance pieces from a range of dance styles. Dance – create and perform a collaborative or individual dance piece.</p>	

Key Stage 1

Computing

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Year 1

Pupils should use IT for text and images, digital research, computational thinking. IT should be used to help pupils recognise common uses of IT beyond school/hardware and any relevant programming.

Year 2

Pupils should use IT for sound/multimedia, electronic communication, computational thinking/programming. IT should be used to help pupils to handle data, present information and programming.

Key Stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Year 3

Pupils should use IT for movies/multimedia, computational thinking/programming, digital research. IT should be used to help pupils to communicate and collaboration/networking, presenting information and programming/hardware.

Year 4

Pupils should use IT for sound/multimedia, computational thinking/programming, digital research. IT should be used to help pupils to communicate and collaboration/networking, presenting information and programming/hardware, data handling, graphics and images/modelling and simulation and digital research.

Year 5		Year 6	
Pupils should use IT for data handling, collaboration/networking and modelling. IT should also be used to support programming/computational thinking, multimedia and programming.		Pupils should use IT for digital research, multimedia, computational thinking, collaboration and communication. IT should also be used to support programming and hardware.	
Key Stage 1			
History	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality. 		
	Year 1		Year 2
Pupils should consider events beyond living memory e.g. Great Fire of London. Changes within living memory.		Pupils should consider significant places in their own locality e.g. including schools and playgrounds. Significant people e.g. Neil Armstrong & Christopher Columbus. Events beyond living memory or places in their locality e.g. the seaside then and now	
Key Stage 2			
	<ul style="list-style-type: none"> • Remembrance Day • WW1 & WW2 • Transport through the ages • Great Fire of London • Significant People – Explorer - Christopher Columbus, Artist - Vincent Van Gough, Inventor - Wright Brothers etc • Comparing Then and Now – transport, seaside – holidays etc • Significant places in local area – local history – textiles etc 		

	<ul style="list-style-type: none"> • Ancient Egypt – River Nile • Ancient Greece – including sport • Vikings 		
Year 3		Year 4	
Pupils should consider Roman Britain. Local History. Ancient Britain e.g. Stonehenge.		Pupils should consider a theme in British history beyond 1066 e.g. The Great Plague of 1665. Ancient Egypt including The River Nile.	
Year 5		Year 6	
Pupils should consider early Islamic Civilization e.g. Baghdad c AD900. Ancient Greece including sport. Britain’s settlement by Anglo-Saxons and Scots including place names.		Pupils should consider Vikings and Anglo-Saxon struggle for the Kingdom of England. Aspect of British history beyond 1066 e.g. leisure and entertainment.	
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.			
Key Stage 1			
Geography	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • name and locate several key places they can access local to their home and the area. <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ○ key human features, including city, town, village, factory, farm, house, office, port, harbour and shop 		

	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
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Year 1	Year 2
<p>Pupils should consider hot and cold areas of the world. Fieldwork in the school grounds. UK countries and capital cities. Nature and field journals – observations over time of seasonal changes e.g. plants, weather and length of day.</p>	<p>Pupils should consider a small area of the UK – where I live and play. Small area in a contrasting non-European country. Seasonal and daily weather. Nature and field journals – observations of plants and animals in their local environment throughout the year.</p>

Key Stage 2

	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: • physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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
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	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
Year 3		Year 4
<p>Pupils should consider the region where I live (UK) OS mapwork plus fieldwork in the local area. A region in the UK e.g. Lake District. Key aspects of volcanoes and earthquakes.</p>		<p>Pupils should consider a contrasting region in a European country. Rubbish and recycling – environmental study. Key aspects of rivers.</p>
Year 5		Year 6
<p>Pupils should consider UK cities, countries and their key features – research. World food – where does food come from? Contrasting region e.g. Amazon Basin, Rainforest Biomes.</p>		<p>Pupils should consider the World’s countries and their key features – research. Human geography, land use, economic activity, OS mapwork.</p>
<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>		
Key Stage 1		
Art and Design	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	
Year 1		Year 2

<p>Pupils should complete self-portraits – drawing and painting in charcoal, chalk, pastels and athercolours developed into digital art. Drawing in pastels and developed into 3D using clay. Observational drawings and paintings developed into printmaking</p>	<p>Pupils should complete figure drawing with proportions using wooden figures developed into clay. Drawings and paintings of local area developed into printmaking. College using papers, fabric materials, driftwood etc.</p>
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Key Stage 2

	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Papier Mache • Collage – paper, fabric, materials, photos etc • Artists – Van Gough, Lowry etc • Play dough • Junk Modelling • Exploring various media’s i.e. paint, crayons, felt tips, pencil crayons, pastels, charcoal, chalks etc • 2D & 3D shapes/models • Baking – cooking techniques/various cultures/Eatwell plate – healthy and varied diet/eating – prepare and cook a variety of ingredients/food items • Self-portraits • Drawings and paintings – local area
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Year 3

Pupils should complete 3D clay or textile sculpture.
 Painting on plaster, mosaics and digital mosaics.
 Observational drawing of fossils developed into print.

Year 4

Pupils should complete drawing and painting of still life into 3D sculpture.
 Drawing developed into printmaking, rotating and translating images.
 Abstract painting; relief painting, large and small scale with texture.

Year 5

Pupils should complete drawing and painting developed into abstract textured paintings.
 Figure drawing developed into 3D sculpture.
 Painting developed into printmaking/collage and digital art.

Year 6

Pupils should complete drawing and painting developed into digital art; developing sketchbooks ideas.
 Drawing and painting developed into collage/batik/felt making.
 Painting inspired by music.

Develop and imaginatively extend ideas from the starting points throughout the curriculum, use sketches before using colour – select different mediums for use. Pupils need to know how to design, make, evaluate and have technical knowledge.

Key Stage 1

Design and Technology	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	
	Year 1	Year 2
	<p>Pupils should consider mechanisms – pop ups and simple card levers. Food – preparing, combining and cooking foods. Structures – stability and strength.</p>	<p>Pupils should consider food – preparing, combining and cooking foods. Food – the Eatwell plate, where food comes from, principles of a healthy diet. Mechanisms – wheels and axels. Textiles – using a template, simple joining, choice of stitches, choice of materials.</p>
Key Stage 2		
	<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products. E-safety – use technology safely, respectfully, responsibly and be able to report concerns
- Cyberbullying
- Research various topics/themes throughout the year – using search technologies
- IDL – Numeracy/Literacy
- Curriculum games/resources
- Understand computer networks including the internet

Year 3	Year 4
Pupils should consider mechanical systems – levers and linkages. Food – simple dish – the Eatwell plate Structures – shell/frame structures and strengthening.	Pupils should consider ICT and electrical systems – control and electrical components. Textiles – seams, stiffening and strengthening, materials and fastenings. Food – simple savoury food and cooking techniques.
Year 5	Year 6
Pupils should consider food – from another culture, variety of cooking techniques. Mechanical systems – cams, pulleys and gears.	Pupils should consider combining learning across design and technology skills base’s, structures, mechanical systems, electrical systems, ICT programming and control. Food – chefs, food heroes, designing a healthy menu/Eatwell plate.

3D textiles – using gussets, using patterns, joining with seam allowance, combining fabrics.		
Key Stage 1		
Music	Pupils should be taught to: <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
Year 1		Year 2
Pupils should consider experimenting with and creating musical patterns. Using voices expressively – singing songs, speaking chants and rhymes.		Pupils should rehearse and perform with others, starting and finishing together and keeping a steady pulse. Listening – experiencing how sounds can be made in different ways. Listening – know how music is used descriptively for a particular purpose.
Key Stage 2		
	Pupils should be taught to: <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	
Year 3		Year 4
Pupils should consider performing – practise, rehearse and present a performance. Creating – experiment with and create musical patterns for dance.		Pupils should consider creating – explore, choose, combine and organise musical ideas using an electronic sound source. Listening to music from different cultures, experience how music is produced in different ways.
Year 5		Year 6
Pupils should consider listening to and performing a range of music from around the UK including anthems.		Pupils should have an understanding of the history of music, including Britten; performing – A new Year Carol by Britten.

<p>Listening to high quality recorded music and how musical elements can be used to create effects e.g. Film music. Creating – improvise, develop and perform rhythmic compositions using graphic notation.</p>	<p>Creating -explore, choose and organise musical structures, e.g. composing a rap etc.</p>
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>	

Key Stage 2

Foreign Languages

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.

National Curriculum for Relationships Education, Relationships and Sex Education (RSE) and Health Education

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • All About Me • Families • Nurture • Fill My Bucket • Kindness • Bullying • Healthy friendship • Healthy family relationships • Right/Wrong • Respect • Honesty • Staying Safe – roads, fire and personal safety – appropriate/inappropriate/unsafe physical contact • Personal space – boundaries and privacy • Positive emotions and mental health and well-being • Positive relationships • Healthy Lifestyles • Resilience • The Environment – Our Planet • Moving on – New Beginnings – Transitions • Sharing and taking turns • Online safety 	<ul style="list-style-type: none"> • All About Me • Families • Nurture • Fill My Bucket • Kindness • Bullying • Healthy friendship • Healthy family relationships • Right/Wrong • Respect • Honesty • Staying Safe – roads, fire and personal safety – appropriate/inappropriate/unsafe physical contact • Personal space – boundaries and privacy • Positive emotions and mental health and well-being • Positive relationships • Healthy Lifestyles • Resilience • The Environment – Our Planet • Moving on – New Beginnings – Transitions • Sharing and taking turns • Online safety

Pupils should know by the end of primary school:	
<p>Families and people who are for me</p>	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

	<ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

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| | <ul style="list-style-type: none">• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources. |
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These are covered on a 1:1 basis and various methods of intervention are also used throughout the year for the children on an individual and group basis these may include: Volcano in My Tummy, Kim's Game, Circle Time, Social Stories, Ginger Bear, Emotions etc.