

# Our Curriculum



All Saints C of E Infant & Nursery School

*Opening hearts and minds through the  
grace and love of God*

Selston C of E Infant & Nursery School



# Our Curriculum Vision

*Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework.*

*The Church of England Vision for Education*

We regard the provision of a safe, supportive and nurturing environment, rooted in an inclusive and aspirational curriculum, to be one way of expressing the Christian ethos of our school.

We have developed a broad and balanced curriculum for children, that has never been narrowed. Our curriculum is rooted in the children's lives and the community in which they live. It helps them to value their heritage and gives them the tools to begin thinking about their role in the community's regeneration. We give priority to the national and international dimensions of the curriculum, particularly important in a predominantly white British culture. This enables children to develop a growing understanding of different cultures, traditions and faiths. We are mindful of the disadvantages and vulnerabilities faced by many of our children and try to enrich their learning as creatively as possible, maintaining high expectations of what every child can achieve.

Children's spiritual development is nurtured through a curriculum that offers independence and choice. A strong pedagogy based on child-centred learning means they can develop their imaginations and creativity in a wide variety of ways. Religious Education lessons and regular Godly Play are important tools in enabling children to explore and express their spirituality.

Children are empowered to ask big questions because the curriculum and wider opportunities broaden their knowledge and experience. Their awareness of the increasingly diverse nature of society is raised through the sharing of personal experience and exposure to stories that highlight issues. They learn about different cultures and faiths in many different ways. Visits and visitors, including musicians, artists, dancers and religious leaders, enhance learning. An annual residential visit for Year 2 children gives them experience of an environment that is completely different from the community in which they live. A wide range of extra-curricular clubs and activities enhance the curriculum and enable children to explore new skills and to enjoy and develop their God-given talents.

Early literacy and numeracy skills are prioritised so that children have a strong foundation for later learning. We are determined that all children have the necessary vocabulary, listening and communication skills, to be able to play a full and active role in society. Reading and mathematical knowledge, skills and understanding are systematically built on a strong pedagogy rooted in child development. We are determined that children will leave our school as lifelong readers, with a passion for literature.

We want all children to be healthy and achieve at school and in life. We believe that by providing opportunities for enhancing physical and emotional health and well-being, we will improve long-term health, reduce health inequalities, increase social inclusion and raise achievement for all.

Parents and carers are essential partners; their knowledge of their children informs our curriculum planning and design. We encourage their active participation in all aspects of their children's development and value the skills and talents they so willingly offer.

We aspire for all our children to leave our school with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.



# The Wider Curriculum

We believe that everything that happens during the school day is a learning experience for our children, not just what happens during lesson time.

Some of the learning that happens every day, week, month and year is shown below:

|                            |                        |                         |                        |                      |
|----------------------------|------------------------|-------------------------|------------------------|----------------------|
| Educational visits         | Guided sessions        | Ravenstor residential   | Collective worship     | Charity Work         |
| Lunchtimes                 | Music tuition          | Enquiries / themes      | Godly Play             | Interventions        |
| Outdoor learning           | Pupil responsibilities | Shared sessions         | Working with an artist | Adult initiated work |
| Church visits              | Child initiated work   | After school activities | Library visits         | Nurture              |
| Visitors including parents | 1-1 work               | Paired work             | Playtimes              | PSHE                 |





English

# English Intent Statement

The ability to communicate is a fundamental part of life. Developing literacy skills (speaking, listening, understanding, reading and writing) enables children to play a positive and active role in their communities. Equipped with these skills, they can find meaning and participate fully in life's rich opportunities, developing self confidence, well-being and the ability to form positive relationships.

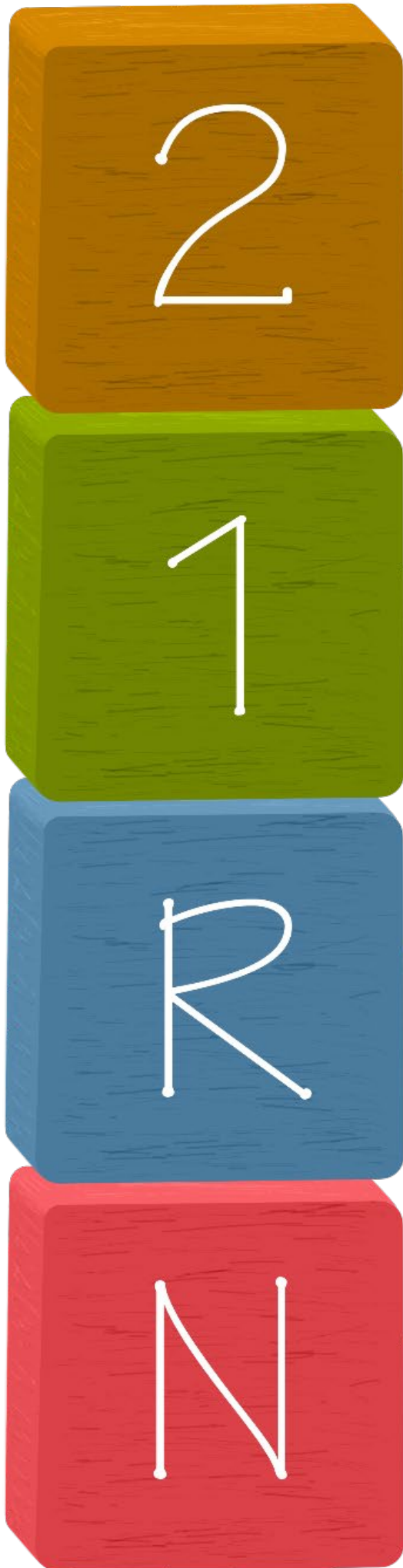
Our English curriculum is at the centre of all our practice. In the early years, our focus is on oral language development and comprehension. We aim to develop children's understanding of language and their spoken vocabulary through real-life, meaningful experiences. We know that those who develop a strong oral language skills in the early years will learn to read well. As children develop, we ensure that high quality shared and guided activities continue to accelerate their progress, especially those entitled to the Pupil Premium and those in need of SEND support.

We consider reading to be a crucial aspect of our curriculum and we aim to instill a love for reading that will remain with our children throughout their lives. We want to equip children with the skills and knowledge necessary for reading through discussion, a systematic teaching approach and regular exposure to high quality literature.

It is our intention that through our English curriculum, our children will have opportunities to develop spiritually, culturally, emotionally, intellectually and socially. Through our nurturing approach and positive relationships, we hope that children will develop their skills in a safe environment, developing the confidence to become successful language users.



# English – Communication and Language



Children:

- **understand** the point of view of others and show that they agree or disagree, justifying answers, arguments and opinions
- **understand** language where the meaning isn't clearly stated (inference)
- **know** how to keep a conversation going by giving reasons for what they say, explaining choices or expressing feelings
- **understand** how to start conversations with unfamiliar adults and children
- **know** how to give a presentation or performance, maintaining the interest of the listeners
- **know** how to use comparative vocabulary ('it was earlier than yesterday')
- **know** how to focus on one topic of conversation for longer periods of time with adults and peers
- **know** how to join in group conversations
- **know** how to create more complex stories
- **know** how to speak audibly and fluently, with an increasing command of Standard English
- **use language** to predict, hypothesise, speculate, imagine and explore ideas
- **know** how to use longer sentences, some of which are complex sentences
- **know** how to listen actively, building on the responses of others (active listening)

Children:

- **understand, share** and **discuss** more complex ideas
- **ask questions** to extend their understanding
- **know** that the same word can mean two different things and **apply** this knowledge in speech (e.g. 'orange')
- **know** that different words can mean the same thing and **apply** this knowledge in speech (e.g. 'minus' and 'take-away')
- **understand** how to give instructions containing two parts
- **participate** in performances involving role-play and drama, showing imagination
- **know** how to make up stories with a beginning, middle and end
- **know** how to use language for different purposes such as asking questions or persuading
- **know** how to use the appropriate language in a one-to-one social situation and in front of larger groups
- rely less on pictures and objects to learn new words
- **know** how to use the appropriate language in a range of social situations, including in school and in the community
- **know** how to use language to make friends
- **understand** feelings and descriptive words like 'carefully' or 'slowly'
- **understand** language about things in the past or the future
- **understand** they need to speak clearly and loudly enough to communicate meaningfully
- **focus** on one topic of conversation for longer periods of time with adults
- **listen attentively** and make relevant responses

Children:

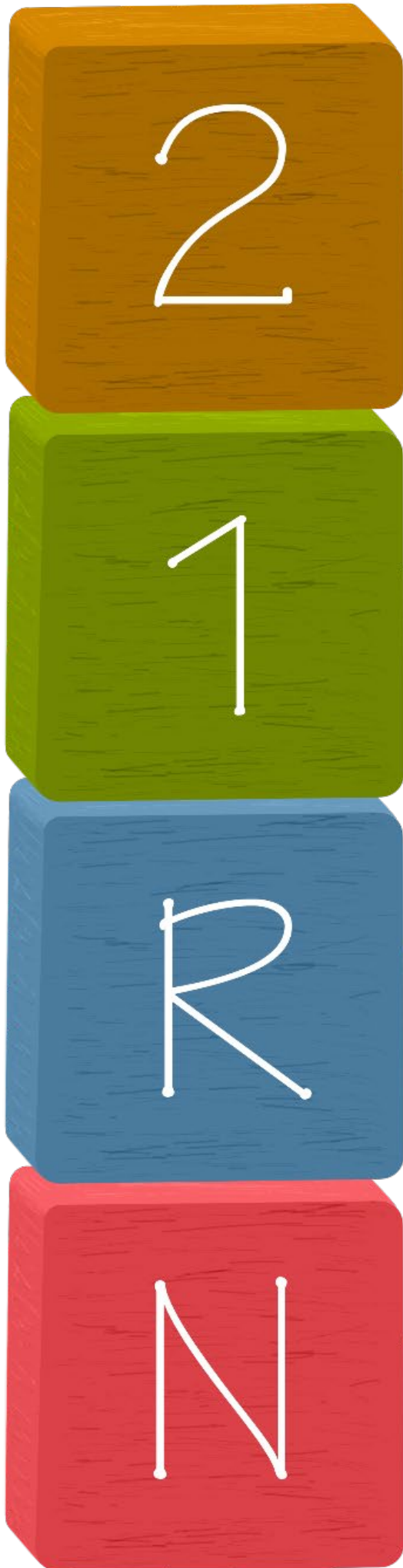
- **ask questions** to find out more and check their understanding
- **connect ideas** using a range of connectives (e.g. because, but, that), showing understanding
- **use talk** to solve problems, organise thinking and activities and explain things
- **know** when to use social phrases (e.g. 'good morning')
- **communicate** their ideas and thoughts in well-formed sentences
- **know** how to retell a story, some as an exact repetition
- **describe** events in some detail (e.g. using some sequencing words)
- **know** and use new vocabulary through the day in different contexts
- **know** rhymes, poems and songs by heart
- **understand** when and why to listen carefully
- **understand** a question or an instruction that has more than two parts and answer or follow it
- **listen** carefully to rhymes and songs, paying attention to how they sound
- **listen** with interest to different types of text (poetry, fiction and non-fiction), building familiarity and understanding

Children:

- **express** a point of view and **debate** when they disagree with an adult or peer
- **hold** an extended conversation with an adult or peer, taking turns
- **talk about** familiar books and tell long stories using props
- **use** talk to **organise** themselves and their play
- **use** longer sentences of four to six words
- **communicate** and pronounce words more confidently and accurately
- **participate** in role-play linked to their immediate experience
- **sing** a large repertoire of songs and rhymes
- **recall** what happens in stories in simple terms
- **understand** a question or instruction that has two parts
- **understand** 'why' questions
- **pay attention** to more than one thing at a time
- **enjoy listening** to longer stories, remembering much of what happens
- **demonstrate** the behaviours of listening



# English – Word Reading



Children:

- **re-read** these books to build up their fluency and confidence in word reading
- **read aloud** books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- **read** most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- **read** further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- **read** words containing common suffixes (Phase 6)
- **read** accurately words of two or more syllables that contain the same graphemes as above
- **read** accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (Phase 5)
- **continue to apply** phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Children:

- **re-read** these books to build up their fluency and confidence in word reading
- **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
- **read** words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- **read** other words of more than one syllable that contain taught GPCs (Phase 4, 5)
- **read** words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- **read** common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- **read** accurately by blending sounds in unfamiliar words containing GPCs that have been taught (Phase 4, 5)
- **respond** speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- **apply** phonic knowledge and skills as the route to decode words

Children:

- **read** some common irregular words
- **re-read** these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- **read** simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words
- **read** and understand simple sentences
- **use** phonic knowledge to decode regular words and read them aloud accurately
- **read** a few common exception words matched to the school's phonic programme (Phase 2, 3)
- **blend** sounds into words, so that they can read short words made up of known letter–sound correspondences (Phase 2, 3)
- **read** individual letters by saying the sounds for them

Children:

- **develop** their phonological awareness, so that they can:
  - **spot** and **suggest** rhymes
  - **count** or **clap** syllables in a word
  - **recognise** words with the same initial sound, such as money and mother

(Phase 1, 2)



# English – Reading Comprehension

Children:

- **explain** and **discuss** their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- **participate in discussion** about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- **predict** what might happen on the basis of what has been read so far
- **answer** and **ask questions**
- **make** inferences on the basis of what is being said and done
- **check** that the text makes sense to them as they read and correcting inaccurate reading
- **understand** both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher
- **know** some poems by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- **discuss** their favourite words and phrases
- **discuss** and **clarify** the meanings of words, linking new meanings to known vocabulary
- **recognise** simple recurring literary language in stories and poetry
- **understand** that non-fiction books that are structured in different ways
- **become increasingly familiar** with and retelling a wider range of stories, fairy stories and traditional tales
- **discuss** the sequence of events in books and how items of information are related
- **develop pleasure** in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

Children:

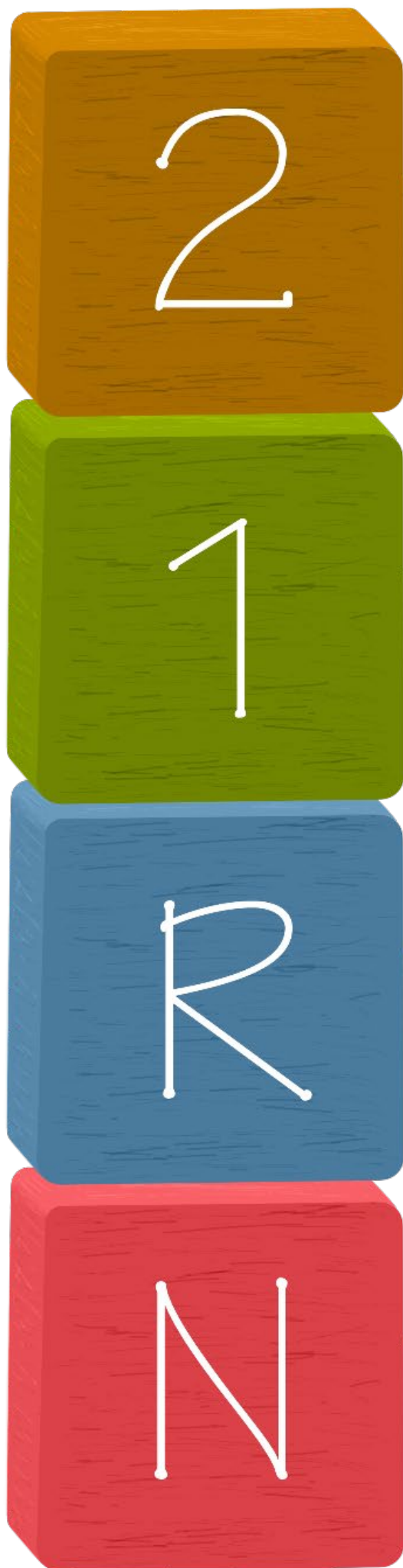
- **explain** clearly their understanding of what is read to them
- **participate** in discussion about what is read to them, taking turns and listening to what others say
- **predict** what might happen on the basis of what has been read so far
- **make inferences** on the basis of what is being said and done
- **discuss** the significance of the title and events
- **check** that the text makes sense to them as they read and correcting inaccurate reading
- **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
- **discuss** word meanings, linking new meanings to those already known
- **appreciate** rhymes and poems, and to recite some by heart
- **recognise** and **join in** with predictable phrases
- **become very familiar** with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- **link** what they read or hear read to their own experiences
- **develop pleasure** in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Children:

- **demonstrate understanding** when talking with others about what they have read

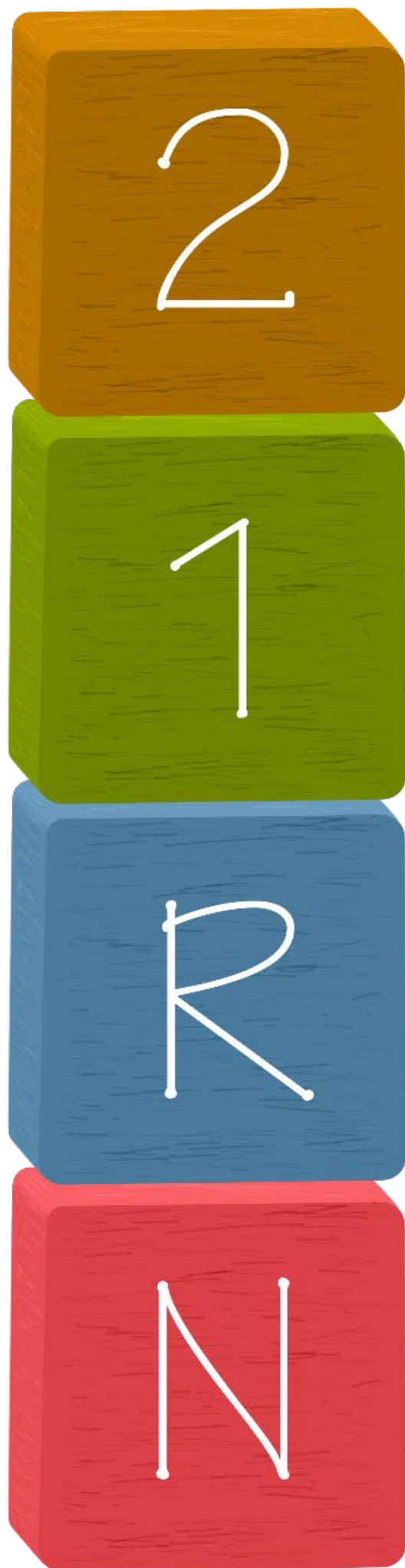
Children:

- **engage in extended conversations** about stories, learning new vocabulary
- **understand** the five key concepts about print:
  - print has meaning
  - print can have different purposes
  - we read English text from left to right and from top to bottom
  - the names of the different parts of a book
  - page sequencing





# English – Writing Transcription



Children:

- **use** spacing between words that reflects the size of the letters
- **know** how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- **use** some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- **know** how to form lower-case letters of the correct size relative to one another
- **write from memory** simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- **apply** spelling rules and guidance
- **know** how to add suffixes to spell longer words, including –ment, –ness, –ful, –less
- **distinguish between** homophones and near-homophones
- **understand** the possessive apostrophe (singular)
- **spell** more words with contracted forms
- **spell** common exception words
- **learn 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
- **spell** by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

Children:

- **understand** which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these
- **know** how to form digits 0-9
- **know** how to form capital letters
- **begin to form** lower-case letters in the correct direction, starting and finishing in the right place
- **know** how to sit correctly at a table, holding a pencil comfortably and correctly
- **write from memory** simple dictated sentences that include words using the GPCs and common exception words taught so far
- **know** how to use ing, ed, er and est where no change is needed in the spelling of root words
- **know** how to use the prefix un
- **know** how to use the spelling rule for adding s and es as the plural marker for nouns and the third person singular maker for verbs
- **use** letter names to distinguish between alternative spellings of the same sound
- **name** the letters of the alphabet in order
- **spell** days of the week
- **spell** common exception words
- **spell** words containing each of the 40+ phonemes already taught

Children:

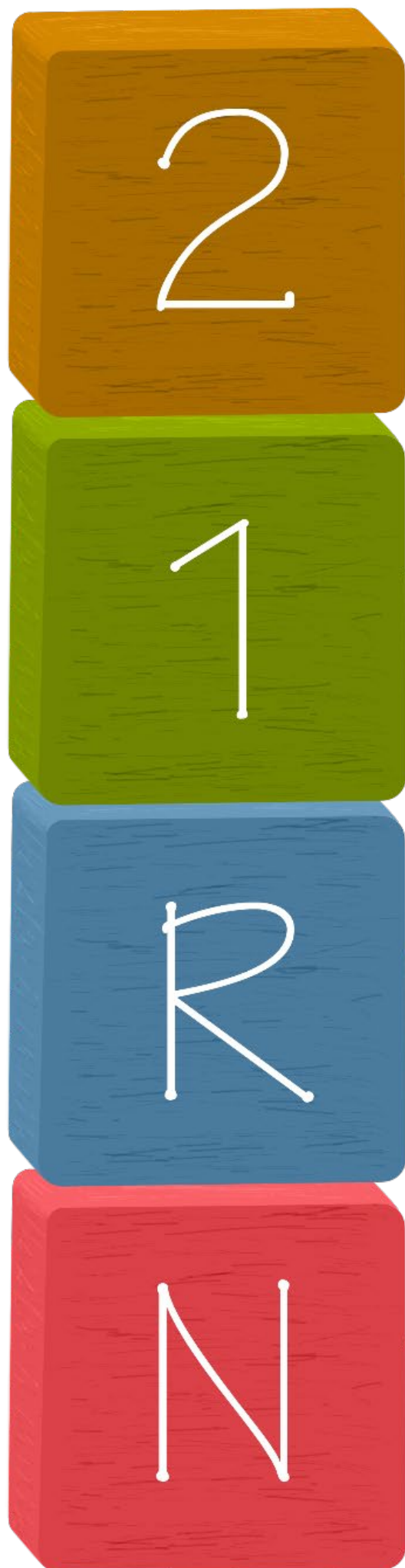
- **write** short sentences with words with known sound-letter correspondences using a capital letter and full stop
- **write** simple sentences which can be read by themselves and others (some words are spelt correctly and others are phonetically plausible)
- **write** some irregular common words
- **spell** words by identifying the sounds and then writing the sound with letter/s
- **use** their phonic knowledge to write words in ways which match their spoken sounds
- **know** how to form lower-case and capital letters correctly

Children:

- **write** some or all of their name
- **write** some letters accurately
- **use** some of their print and letter knowledge in their early writing (for example, writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy)



# English – Writing Composition



Children:

- **use** and understand the grammatical terminology in English Appendix 2 in discussing their writing
- **use** some features of written Standard English
- **use** the grammar for year 2 in English Appendix 2
- **use** subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- **use** the present and past tenses correctly and consistently including the progressive form
- **use** expanded noun phrases to describe and specify
- **use** sentences with different forms: statement, question, exclamation, command
- **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)
- **read aloud** what they have written with appropriate intonation to make the meaning clear
- **know** how to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils, re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form, proof-reading to check for errors in spelling, grammar and punctuation
- **consider** what they are going to write before beginning by planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence
- **develop positive attitudes** towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry and writing for different purposes

Children:

- **use** the grammatical terminology in Appendix 2 when discussing their writing
- **use** a capital letter for names of people, places, the days of the week and the personal pronoun I
- **understand** how to punctuate sentences using a capital letter and full stop, question mark or exclamation mark
- **join** words and clauses using and
- **know** how to leave spaces between words
- **read aloud** their writing clearly enough to be heard by their peers and the teacher
- **discuss** what they have written with the teacher or other pupils
- **re-read** what they have written to check that it makes sense
- **sequence** sentences to form short narratives
- **compose** a sentence orally before writing it
- **write** sentences by saying out loud what they are going to write about

Children:

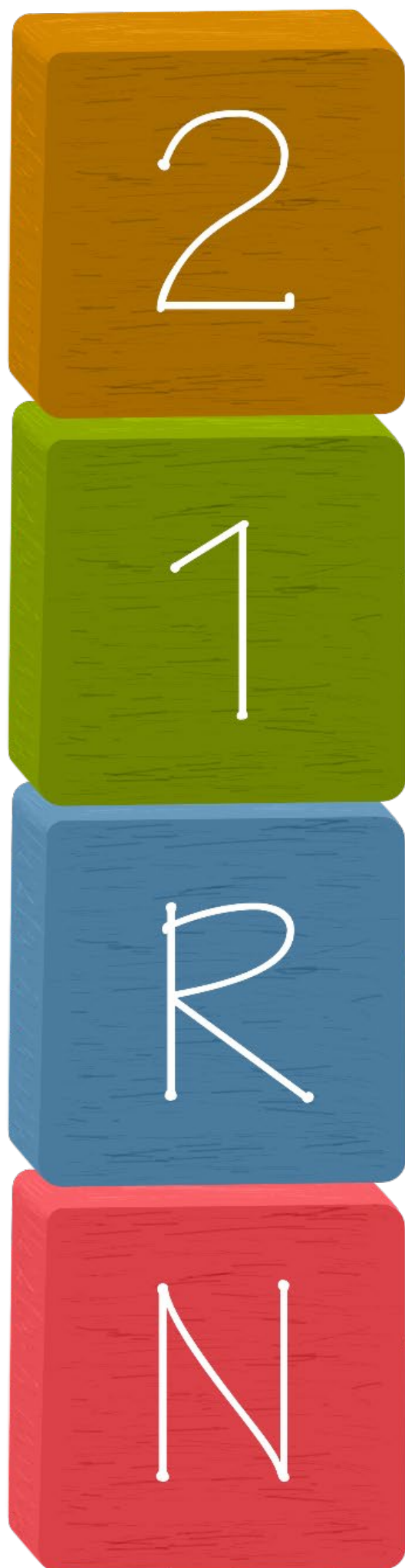
- **re-read** what they have written to check that it makes sense

Children:

- **make up** a story or message for an adult to scribe



# English – Handwriting



Children:

- **explore** use some of the diagonal and horizontal strokes needed to join letters and **understand** which letters, when adjacent to one another, are best left unjoined
- **know** how to use spacing between words that reflects the size of the letters
- **know** how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- **know** how to form lower-case letters of the correct size relative to one another

Children:

- **know** how to sit their letters on a line accurately
- **understand** which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these (Curly Caterpillar, Long Ladder, One Armed Robot)
- **know** how to form capital letters
- **know** how to form digits 0-9 the correct way round
- **know** how to form the letters of their first and second name correctly
- **know** how to form lower-case letters in the correct direction, starting and finishing in the right place
- **explore** and draw a range of handwriting patterns correctly (large-scale to small-scale)
- **know** how to position their paper correctly
- **know** how to hold a pencil using the correct tripod grip
- **know** how to sit correctly at a table

Children:

- **practise** the tripod grip
- **know** how to use a knife, fork and spoon competently, safely and confidently
- **know** how to use a range of tools competently, safely and confidently (e.g. pencils for drawing and writing, paintbrushes, scissors, tweezers, pipettes)
- **know** how to hold small tools correctly
- **investigate** threading and sewing, working with wood, pouring, stirring and spray bottles
- **investigate** small muscle activities such as play with small world toys, planting and caring for plants, making models with junk materials, construction kits and malleable materials like clay
- **know** how to move and rotate their lower arms and wrists independently
- **know** how to move their hands and fingers without moving their shoulders
- **investigate** dancing with scarves and other large muscle activities
- **investigate** pulling themselves up on a rope and hanging on monkey bars

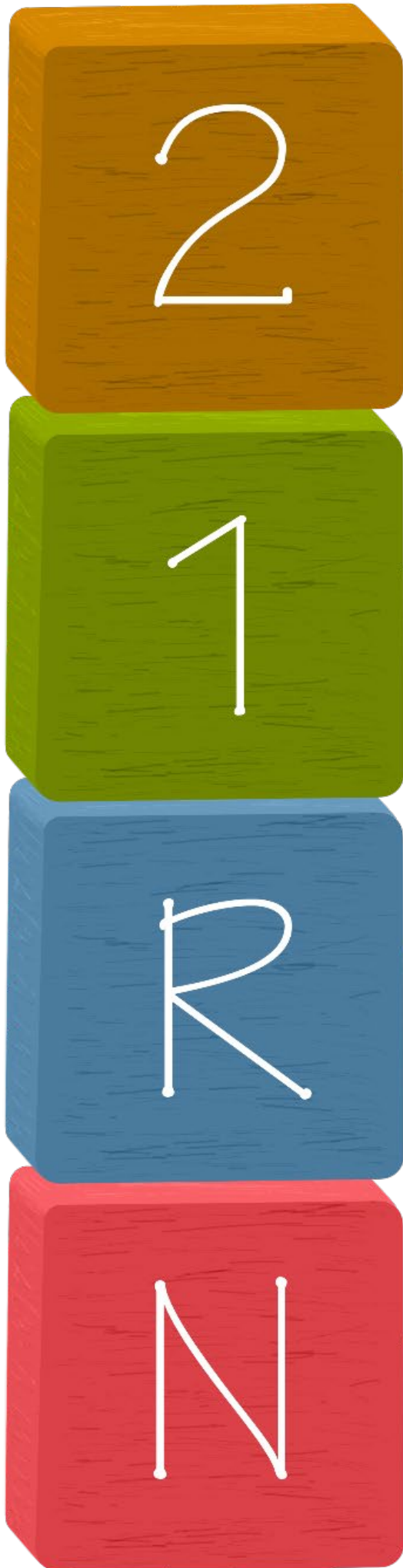
Children:

- **know** how to use a comfortable grip with good control when holding pens and pencils (using specially designed pencils or grips where required)
- **show** a preference for a dominant hand
- **know** how to use a hammer and nails accurately and safely
- **know** how to do up their buttons and zips
- **know** how to do jigsaw puzzles
- **explore** small objects, picking them up with a pincer movement (e.g. small buttons, stones, gravel, split pins etc.)
- **explore** one-handed tools and equipment, for example, making snips in paper with scissors
- **investigate** scrunching and tearing paper
- **explore** large-muscle movements to wave flags and streamers, paint and make marks
- **explore** tummy-crawling, crawling on all fours and climbing



# English– Vocabulary

The lists below are examples of the type of vocabulary to be taught during English sessions:



- common exception, unfamiliar, unusual, automatic, fluent, fluency distinguish, subordination, diagonal, horizontal, suffix
- possessive apostrophe, exclamation, statement, question, command
- powerful verb, expanded noun phrase, conjunction, subordination, co-ordination
- present tense, past tense, paragraph
- predict, hypothesise, imagine, fluently, agree, disagree, debate, view point
- information, intonation, correct, inaccurate, draft, edit, Standard English
- non-chronological report, argument, persuasion, discussion, glossary, language

- apply, accurately, exception, spelling, choice, decode
- split vowel phoneme, digraph, trigraph
- prefix, alternate spelling, dictate, punctuation, comma, comma in lists, apostrophe, question mark, exclamation mark, speech mark
- attentively, instructions, discuss, predict, contents, index, chapter
- descriptive words, nouns, verbs, adjectives, plan
- position, paper

- blend, segment, phoneme, grapheme, sentence, re-read, phrases, aloud, spell
- confidence, form, lower case, phonics, spacing, capital letters, full stops
- because, but, first, next, after that, finally
- re-telling, fiction, non-fiction, library, page
- days of the week, months of the year
- author, illustrator, blurb
- tripod grip, direction

- read, rhyme, rhymes, syllables, sounds, listen, word, letters, space, beat
- understand, write, writing, name, letter, page, poems, stories, books
- conversation, print, meaning, text, beginning, middle, end, characters
- grip, control, hold





Mathematics

# Mathematics Intent Statement

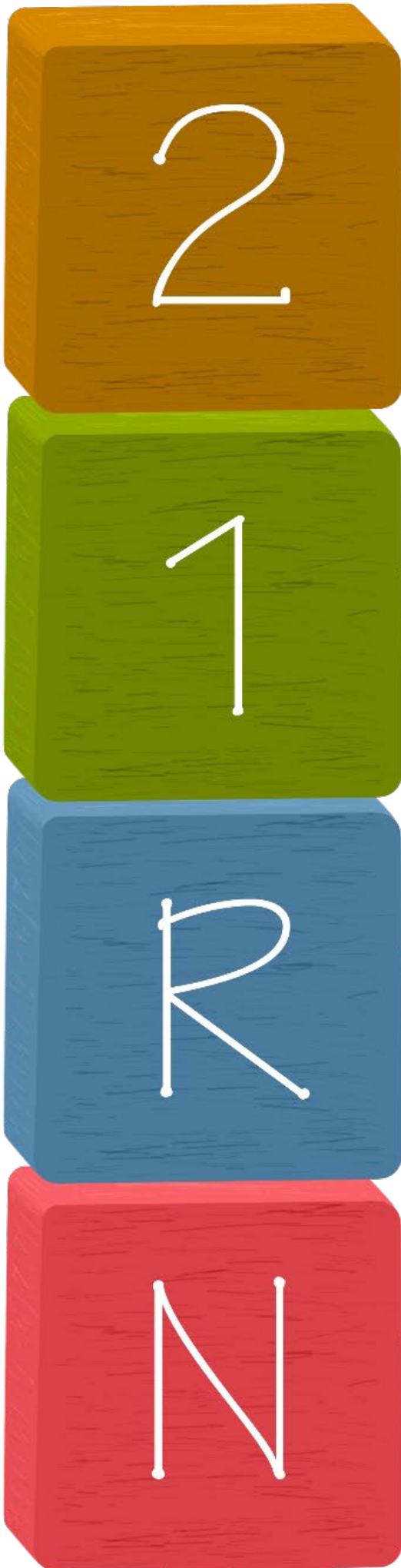
Mathematics is a key part of everyday life. From the moment we wake up, we need to be able to tackle problems, be fluent with numbers and understand spatial awareness. We believe that children who view themselves as mathematicians will be able to function independently in the world. Research shows that children's chances of success are maximized if they develop deep and lasting understanding of mathematical procedures and concepts.

Mathematics is woven through our school day as a natural part of our timetable and continuous provision. We aim to 'hardwire' number facts by teaching our children small steps. Application of these facts in different contexts allows the working memory to think creatively to solve problems (mastery curriculum). Through praise, we create a culture in which every child develops the self-belief to master mathematics and the resilience to solve problems.

Careful planning based on children's individual needs allows them to master small steps, creating a deep understanding of mathematics. We encourage the children to use their own mathematical graphics to represent their enquiries and ideas, particularly when problem solving. We teach our children to build endurance, develop language skills and foster a curiosity and passion for mathematics.



# Mathematics – Number; Place Value



Children:

- **apply** their knowledge of place value and number facts to solve problems
- **know** how to read and write numbers to at least 100 in numerals and in words
- **compare** and **order** numbers from 0 up to 100; use and = signs
- **identify, represent** and **estimate** numbers using different representations, including the number line
- **recognise** and **explain** the place value of each digit in a two-digit number (tens, ones)
- **know** how to count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

Children:

- **know** how to read and write numbers from 1 to 20 in numerals and words
- **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
- **identify** one more and one less from a given number
- **know** how to count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- **know** how to count to and across 100, forwards and backwards from any given number

Children:

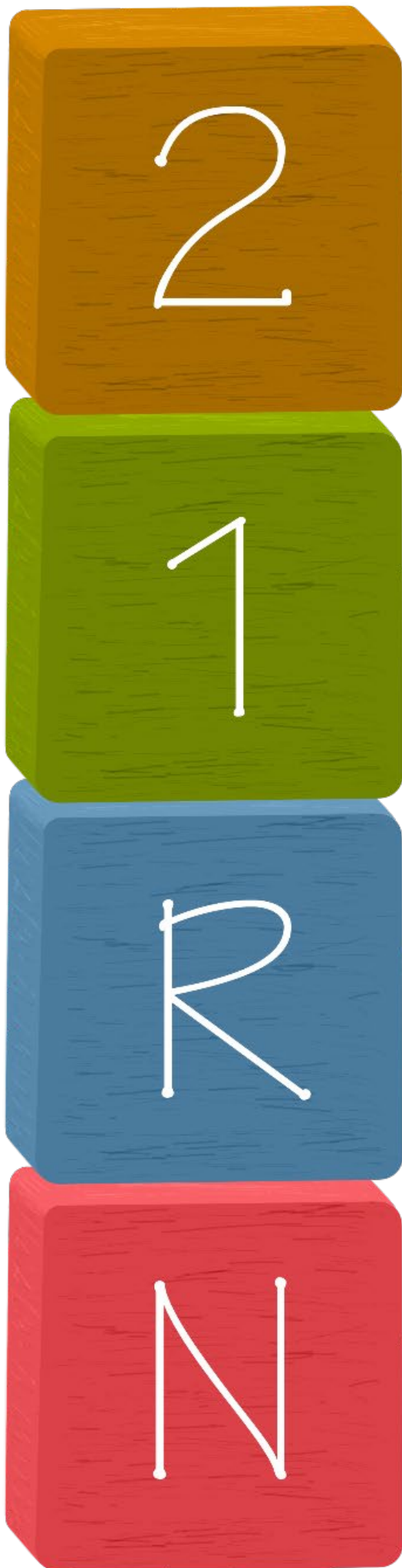
- **understand** the 'one more than/one less than' relationship between consecutive numbers
- **compare** numbers
- **know** how to count beyond ten
- **know** how to link the number symbol (numeral) with its cardinal number value
- **know** what the term subitise means
- **know** how to subitise
- **know** how to count objects, actions and sounds

Children:

- **compare** quantities using language: more than, fewer than
- **experiment** with their own symbols and marks as well as numerals
- **know** how to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
- **show** 'finger numbers' up to 5
- **know** that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
- **say** one number for each item in order: 1,2,3,4,5
- **recite** numbers past 5
- **recognise** up to 3 objects rapidly, without having to count them individually ('subitising')



# Mathematics – Addition and Subtraction



Children:

- **recognise** and **use** the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- **demonstrate** and **explain** that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- **know** how to add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers
- **recall** and **use** addition and subtraction facts to 20 fluently, and **derive** and **use** related facts up to 100
- **apply** their increasing knowledge of mental and written methods
- **know** how to use concrete objects and pictorial representations, including those involving numbers, quantities and measures
- **solve** problems with addition and subtraction and **explain** what they are doing

Children:

- **investigate** and **solve** one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = - 9$
- **know** how to add and subtract one-digit and two-digit numbers to 20, including zero
- **investigate, represent** and **use** number bonds and related subtraction facts within 20
- **know** how to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

Children:

- **know** and automatically **recall** number bonds for numbers 0–10
- **explore** the composition of numbers to 10

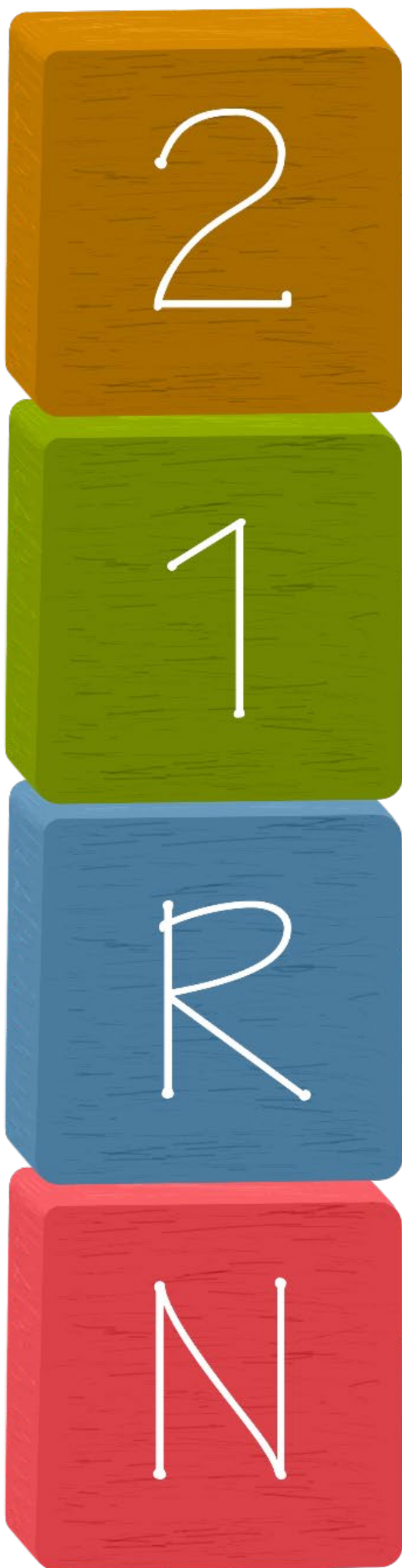
Children:

- **investigate** numbers up to 5 to solve real world mathematical problems





# Mathematics – Multiplication and Division



Children:

- **apply** their knowledge to **solve** problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- **show** and **explain** that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- **know** how to calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
- **know, recall** and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

Children:

- **explain** what they have done
- **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

Children:

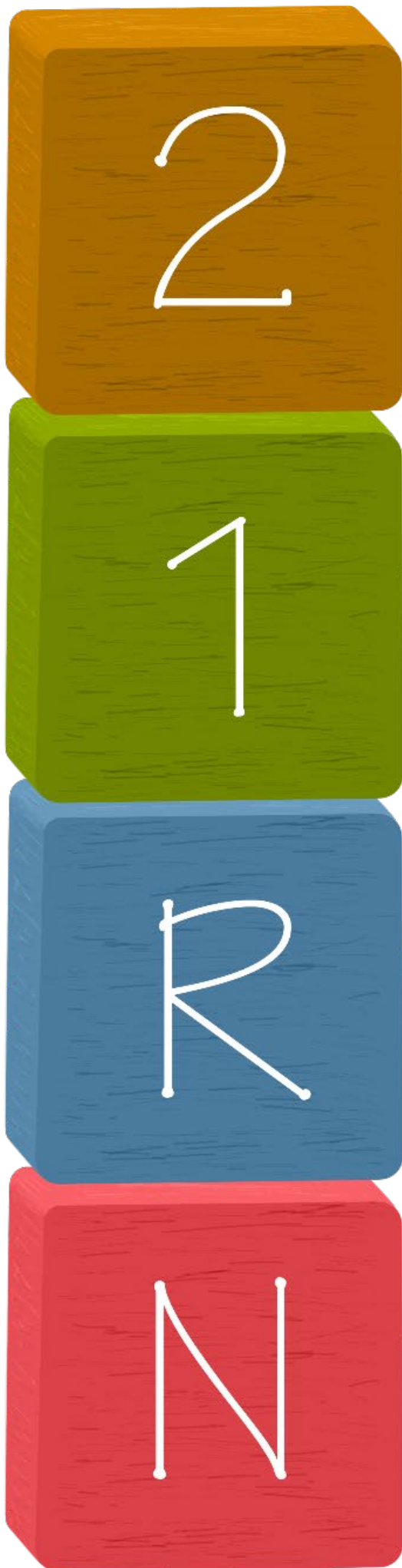
- **know** how to share objects equally, starting with a whole group
- **know** how to count in multiples of 10

Children:

- **know** how to share food fairly at snack time
- **join in** with counting, emphasising multiples of 5 or 10 following an adult model



# Mathematics – Fractions



Children:

- **know** how to write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$
- **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

Children:

- **recognise, find** and **name** a quarter as one of four equal parts of an object, shape or quantity
- **recognise, find** and **name** a half as one of two equal parts of an object, shape or quantity

Children:

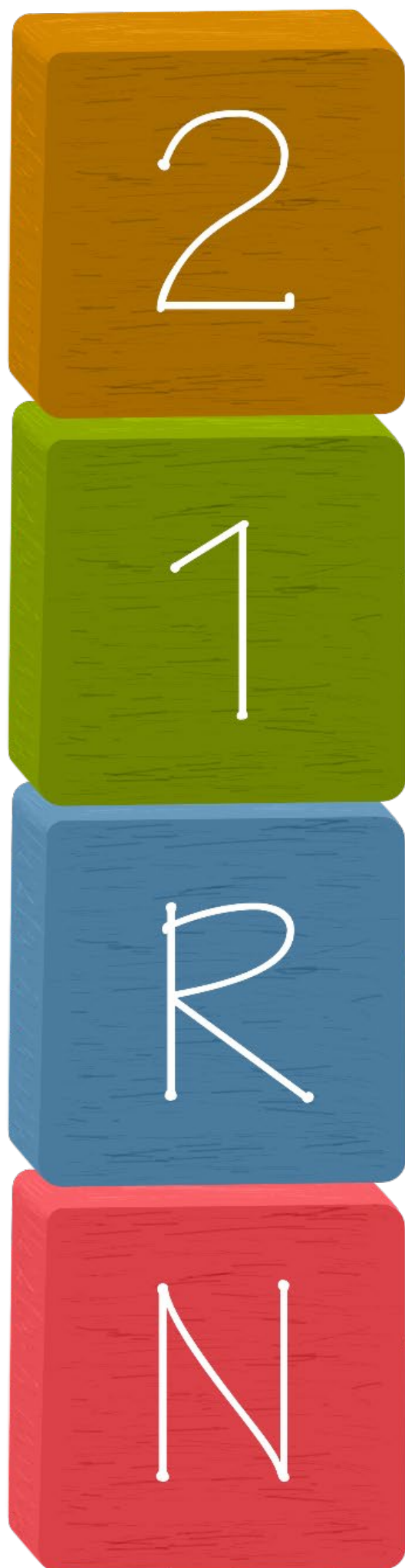
- **know** how to complete a half turn
- **recognise** half of a shape
- **recognise** half of an object (e.g. a cake)

Children:

- **understand** the word 'half'
- **understand** the word 'whole' (e.g. whole apple)



# Mathematics – Measurement



Children:

- **know** the number of minutes in an hour and the number of hours in a day
- **know** how to 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
- **compare** and **sequence** intervals of time
- **apply** their knowledge to solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- **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
- **compare** and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- **apply** their knowledge of measurement to choose and use appropriate standard units to **estimate** and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

Children:

- **know** how to tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- **recognise** and **use** language relating to dates, including days of the week, weeks, months and years
- **know** how to sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- **recognise** and know the value of different denominations of coins and notes
- **know** how to measure and begin to **record** lengths and heights, mass/weight capacity and volume, time (hours, minutes, seconds)
- **compare, describe** and **solve** practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half], mass/weight [for example, heavy/light, heavier than, lighter than], capacity and volume [for example, full/empty, more than, less than, half, half full, quarter], time [for example, quicker, slower, earlier, later]

Children:

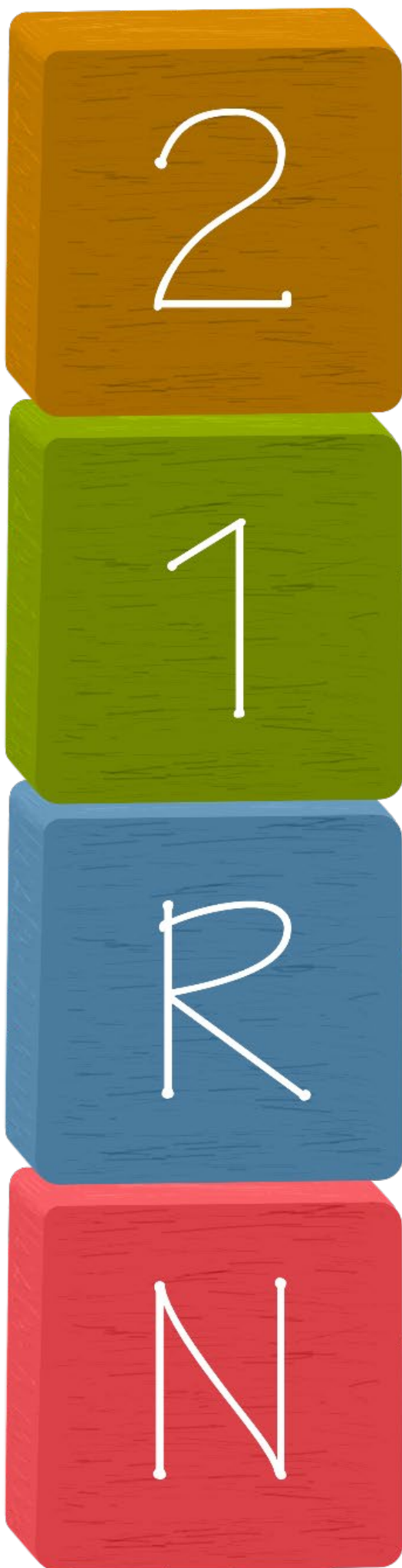
- **compare** length, weight and capacity using comparative language

Children:

- **begin to describe** a sequence of events, real or fictional, using words such as first, then
- **compare** quantities using language: more than, fewer than
- **observe** differences relating to size, length, weight and capacity and **compare** objects in simple terms



# Mathematics – Geometry



Children:

- **use** mathematical vocabulary to **describe** position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)
- **order** and **arrange** combinations of mathematical objects in patterns and sequences
- **identify** and **describe** the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line, 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

Children:

- **describe** position, direction and movement, including whole, half, quarter and three quarter turns
- **recognise** and **name** common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Children:

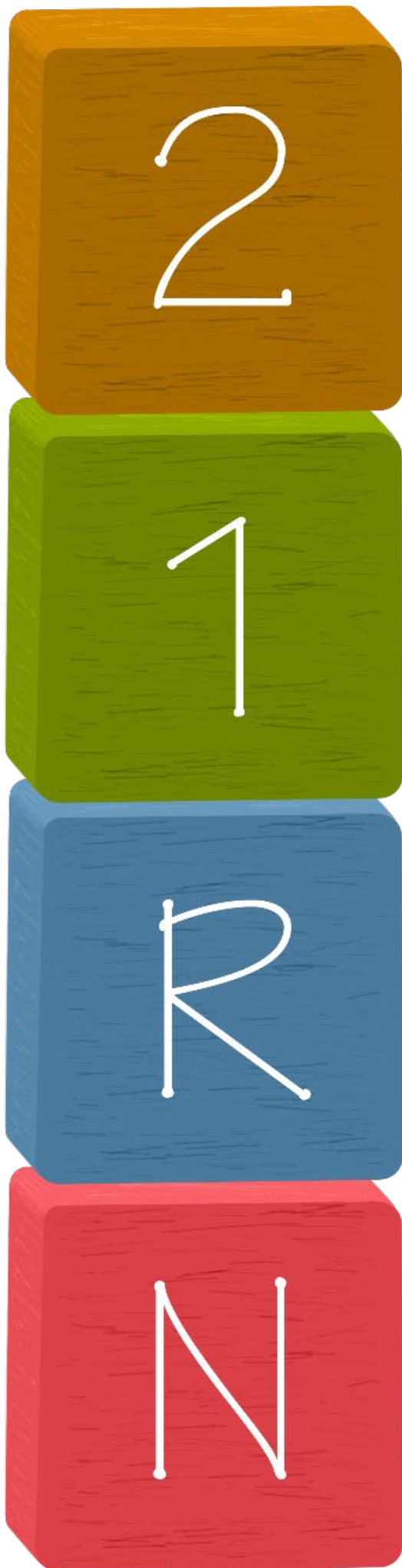
- **compose** and **decompose** shapes so that children recognise a shape can have other shapes within it, just as numbers can
- **select**, **rotate** and **manipulate** shapes in order to develop spatial reasoning skills
- **know** how to continue, copy and create repeating patterns

Children:

- **understand** position through words alone – for example, 'The bag is under the table,' – with no pointing
- **describe** a familiar route
- **talk about** routes and locations, using words like in front of, behind
- **investigate** and **combine** shapes to make new ones - an arch, a bigger triangle etc.
- **select** shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- **talk about** and **explore** 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: sides, corners, straight, flat, round
- **notice** and **correct** an error in a repeating pattern
- **extend** and **create** ABAB patterns – stick, leaf, stick, leaf
- **use** informal language like pointy, spotty, blobs etc.
- **talk about** and **identify** the patterns around them (for example: stripes on clothes, designs on rugs and wallpaper)



# Mathematics – Statistics



Children:

- **ask and answer questions** about totalling and comparing categorical data
- **ask and answer simple questions** by counting the number of objects in each category and sorting the categories by quantity
- **know** how to interpret and construct simple pictograms, tally charts, block diagrams and simple tables

Children:

- **ask and answer questions** why they are collecting information and **explain** what they have found out
- **understand** how to collect data fairly (e.g. when making decisions as a class)
- **know** how to sort using more than two categories

Children:

- **know** how to interpret data represented with physical objects (e.g. 10 frames and Duplo bricks)
- **investigate** and suggest criteria for sorting for themselves
- **identify** differences between objects in the same group

Children:

- **identify** the odd one out from three objects
- **identify** how many in each of the two groups
- **know** how to sort into two groups identified by an adult



# Mathematics– Vocabulary

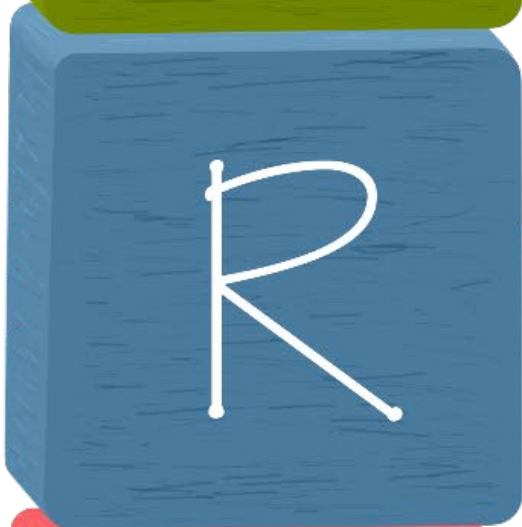
The lists below are examples of the type of vocabulary to be taught during mathematics (number) lessons:



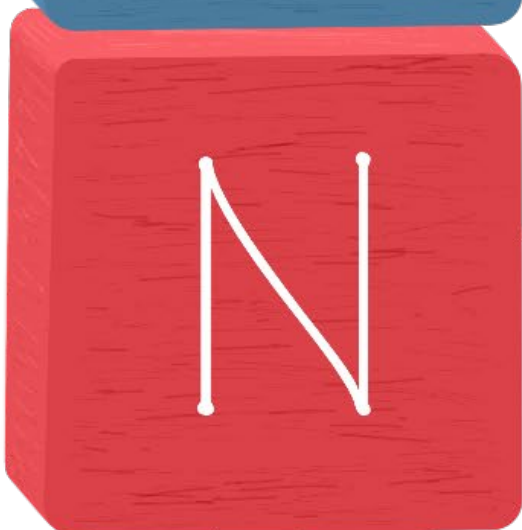
- place value, three digit, four digit
- hundreds, tens, ones
- number facts, calculation
- identify, estimate, mental recall
- inverse, commutative
- explain, demonstrate
- division, multiplication
- odd, even



- number track, number line
- multiples, two and five times table numbers, array
- fewer, most, least,
- digit, one digit, two digit
- problem, solve, step
- count on, count back
- number bonds, calculation, difference



- numeral, tallies,
- six, seven, eight, nine, ten, then numbers to twenty
- tens numbers to one hundred
- total amount , number bonds
- larger, smaller
- part, part, whole, composition
- ten frame
- plus one, addition, subtraction, total, equals, number sentence, change, coin
- share



- more than, fewer than, lots, more, same
- one, two, three, four, five,
- numbers
- finger numbers, high five
- count, counting
- subitising
- amounts
- five frame
- fair



# Mathematics– Vocabulary

The lists below are examples of the type of vocabulary to be taught during mathematics (geometry, measurement and statistics) lessons:



2

- twenty pence, fifty pence, two pound, value, cost, price
- equivalent, two quarters, three quarters
- seconds, digital, analogue, quarter past, to the hour
- size, weight, capacity, metres, centimetres, millimetres, grams, kilograms
- table, block diagram,
- clockwise, anticlockwise, half turn, quarter turn, full turn



1

- pound, pence, ten pence, two pence, one pence,
- quarter
- long/short, longer/shorter, tall/short, double/half/ heaviest, lightest, balance
- hours, minutes, fortnight, month, months of the year, quicker, slower,
- earlier, later, before, after
- pictogram



R

- larger, smaller
- share
- change, coin
- long/short, longer/shorter, tall/short, double/half, heavier, lighter
- tomorrow, yesterday, week, seasons, days of the week
- difference, sort
- 3D shape names and properties, sphere, cuboid, cube, pyramid, cone, cylinder
- other 2D shapes, pentagon, hexagon, octagon
- repeated pattern, sequence first, next,



N

- money
- fair
- half, whole
- now, next, today, night-time, day-time, in a minute
- big, bigger, small, smaller, heavy, light
- 2D shape names and properties, square, circle, rectangle, triangle, sides, corners, straight, flat, round, pointy, sharp corner, curvy, edge
- positional language, in front, behind





Religious Education



# Religious Education Intent Statement

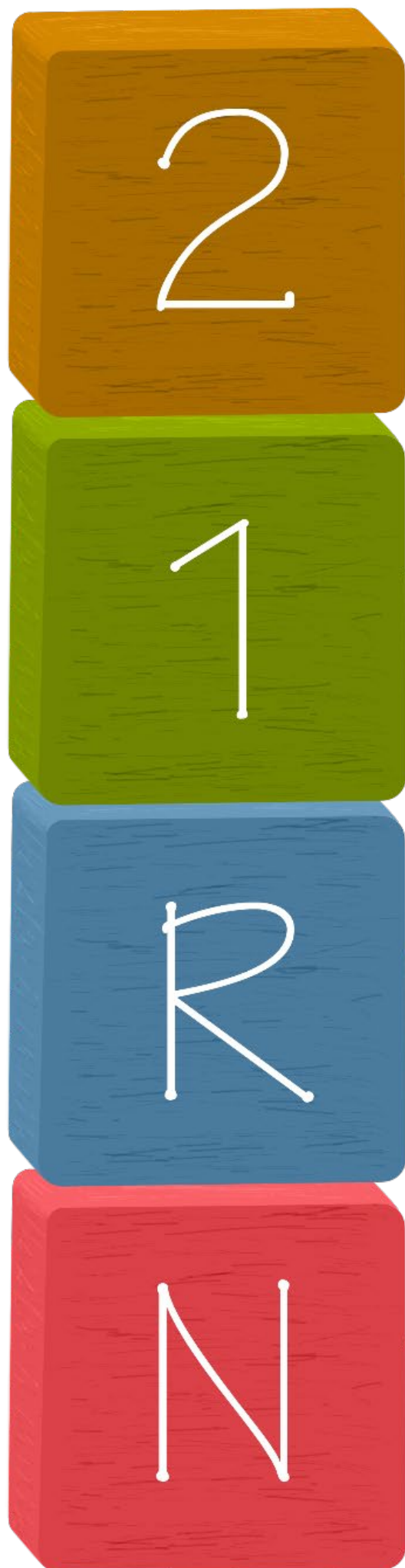
Religious education (RE) makes a major contribution to the education of our children. At its best, it is intellectually challenging and personally enriching, helping children to develop beliefs and values, and promoting respect and empathy. It fosters civilised debate and reasoned argument, and helps children to understand the place of religion and belief in the modern world (Ofsted, 2013).

As Church of England Schools we are committed to the Christian Faith and we recognise and value every individual as unique and loved by God whatever their culture, faith or belief. This is the basis for our RE curriculum. We believe that high quality RE teaching will prepare our children for 21<sup>st</sup> century life and equip them with essential skills and personal qualities to make a positive difference to the communities in which they live.

Through creative and enquiry based teaching, we aim to provoke and explore challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In doing so, we aim to provide a context in which our children can grow spiritually and learn to value themselves, others and the communities in which they live.



# Religious Education – Knowing about and understanding religions and worldviews



## Describe religions and worldviews, connecting ideas

Children:

- **describe** the unique relationship God has with human beings and **explain** that Christians believe they should care for the world because it belongs to God
- **know** the Bible points out that the birth of Jesus was extraordinary e.g. he is worshipped as king in Matthew
- **discuss** why Jews celebrate Shabbat, Sukkoth and Hanukkah

Autumn

## Retell stories, suggesting meanings for sources of wisdom, festivals, worship

Children:

- **know** that Christians believe that Jesus is God and that he was born as a baby in Bethlehem
- **know** Christians believe Jesus came to show that all people are precious and special to God
- **know** Christians believe God came to Earth in human form as Jesus
- **explain** why Christians perform nativity plays at Christmas
- **know** why Diwali is celebrated by Sikhs and Hindus
- **explain** why we should be thankful
- **explain** what happens at Harvest Festival, Diwali, a birthday celebration and why
- **know** that Christians believe the Earth and everything in it are important to God
- **know** Christians believe God is the creator of the universe
- **know** the word creator

Autumn

## Recall, name and talk about materials in RE

Children:

- **know** the word God is a name
- **know** Christians believe God made our wonderful world and that they should look after it
- **talk about** what happens at Harvest Festival, Diwali, a birthday celebration
- **talk about** why Christians perform nativity plays at Christmas
- **know** we celebrate Jesus' birthday at Christmas and **describe** what happened at Jesus' birth
- **know** some stories about Jesus and explain why they are special
- **talk about** why we should be thankful

Autumn

## Talk about materials in RE

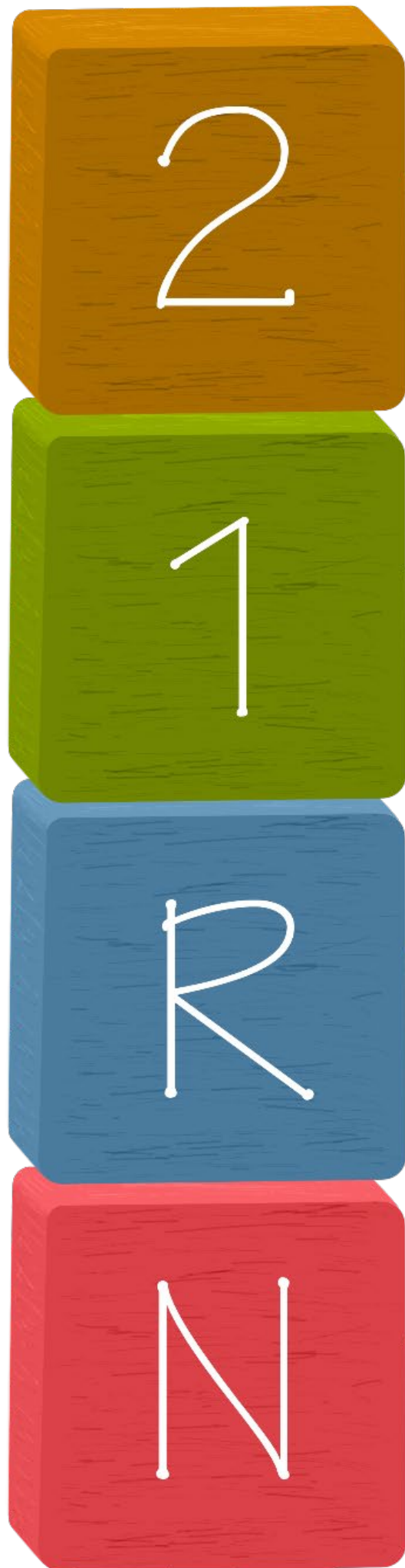
Children:

- **know** what celebrations are
- **talk about** what happens at Harvest Festival, Diwali, a birthday celebration and the nativity play at Christmas
- **talk about** Jesus' birthday at Christmas and what happened at Jesus' birth
- **listen to** some stories about Jesus and **talk about** why they are special

Autumn



# Religious Education – Knowing about and understanding religions and worldviews



## Describe religions and worldviews, connecting ideas

Children:

- **explain** what makes a leader
- **discuss** why Christians believe Jesus' teachings make people think hard about how to live and show them the right way
- **discuss** why Christians believe Jesus is a friend to the poor and friendless
- **discuss why** Christians believe Jesus builds a bridge between God and humans
- **discuss** why Easter is very important in the 'big story' of the bible - Jesus showed that he was willing to forgive all people
- **know** that Jews celebrate Passover and **explain** why
- **know** and retell some stories of Moses and **explain** that he was a great leader for the Jewish people
- **know** and retell some stories about Jesus and Saint Peter

Spring

## Retell stories, suggesting meanings for sources of wisdom, festivals, worship

Children:

- **describe** what it means to be part of a community
- **describe** what it means to be part of a family
- **describe** how to care for others
- **understand** and **talk about** key concepts and words (religion, Christian, church, Bible, symbol, thankful, faith, Easter, God, Jewish, Humanist, synagogue)
- **know** that Christians celebrate Easter and believe Jesus rose again, giving people hope of new life
- **know** Christians believe Jesus brings good news for all people and this includes being loved by God and being forgiven for bad things
- **describe** what we can learn from the stories of Jesus
- **know** some stories Jesus told

Spring

## Recall, name and talk about materials in RE

Children:

- **talk about** how Christians try to show love to others
- **know** Christians believe Jesus came to show God's love
- **know** Jesus' name means 'He saves'
- **know** Christians remember Jesus' last week at Easter
- **know** some stories about Jesus and **talk about** why they are special

Spring

## Talk about materials in RE

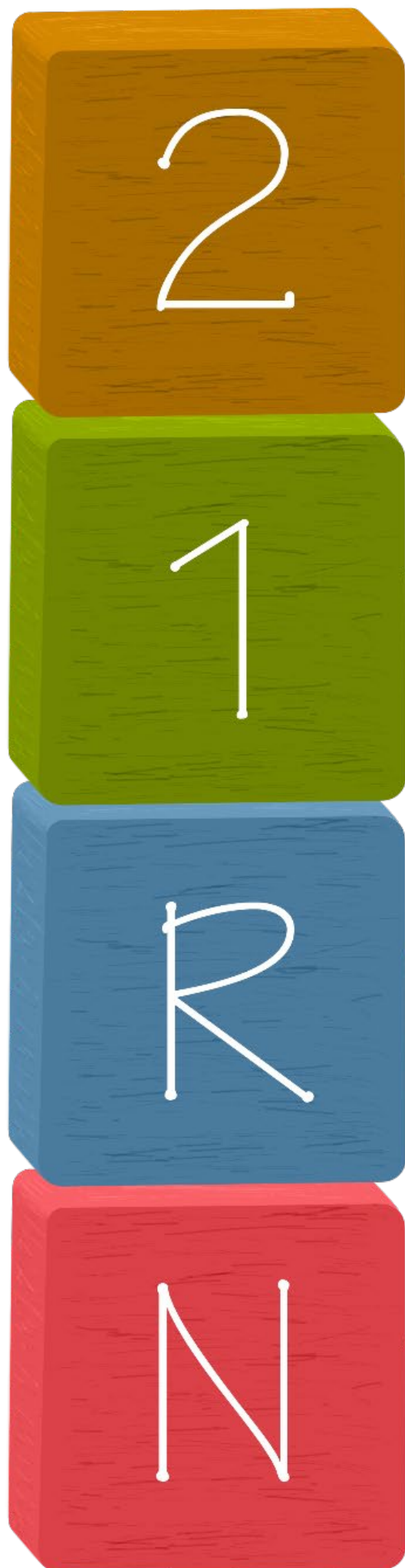
Children:

- **know** what celebrations are
- **talk about** what happens at Easter, and other spring festivals
- **listen to** some stories about Jesus and **talk about** why they are special

Spring



# Religious Education – Knowing about and understanding religions and worldviews



## Describe religions and worldviews, connecting ideas

Children:

- **know** and retell some religious stories from the Old Testament / Torah and **explain** why they are important
- **describe** acts of worship at a synagogue. (symbols, artefacts, music, holy books, events)
- **discuss** why Christians believe God is loving, kind, fair and forgiving and **identify** some Bible stories that show these beliefs
- **know** that Christians worship God and try to live in ways that please him

Summer

## Retell stories, suggesting meanings for sources of wisdom, festivals, worship

Children:

- **explain** how churches are used
- **describe** acts of worship at a church (symbols, artefacts, music, holy books, events)
- **know** Christians believe in God and they find out about God in the Bible

Summer

## Recall, name and talk about materials in RE

Children:

- **talk about** some stories of Jesus discussing people who are special and why
- **know** what signs of belonging in Christianity there are – baptism
- **explain** what it feels like to visit our church
- **describe** three interesting artefacts in our church
- **know** Christians meet in this special place
- **know** we have a church in our local area (and know the name of the linked church)

Summer

## Talk about materials in RE

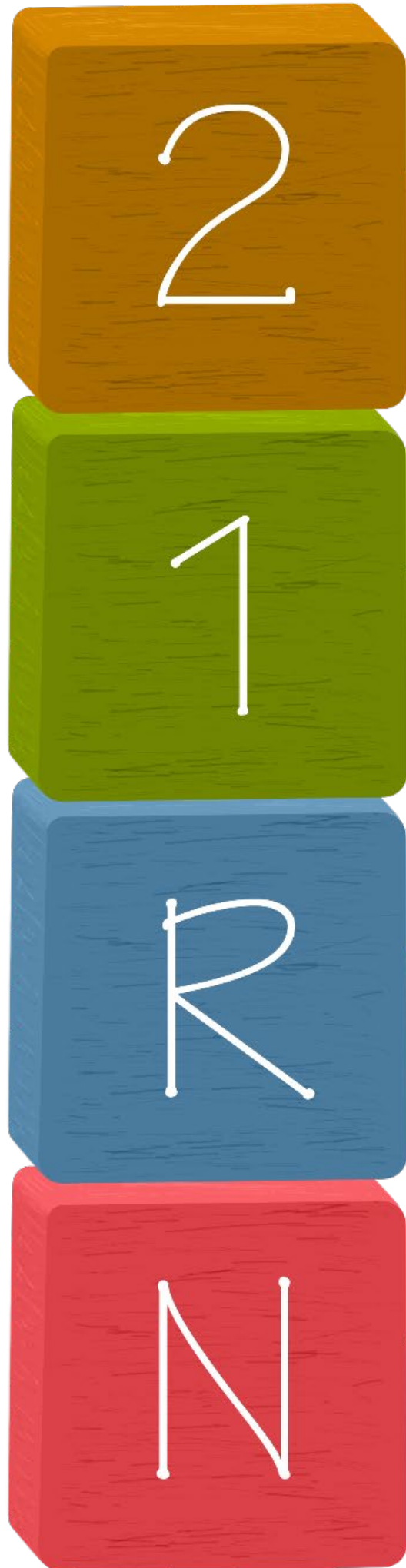
Children:

- **know** what celebrations are
- **talk about** what happens at different religious festivals in summer
- **listen to** some stories about Jesus and **talk about** why they are special

Summer



# Religious Education – Expressing and communicating ideas related to religions and worldviews



## Give thoughtful responses using different forms of expression in RE

Children:

- **think, talk** and **ask questions** about the meaning of the Creation story and living in an amazing world and listen to answers
- **think, talk** and **ask questions** about different festivals and celebrations and **discuss** answers
- **respond** to some of the experiences and emotions of the Creation story and different festivals in a variety of ways
- **ask questions** about God for themselves
- **think, talk** and **ask questions** about the Christmas story and the lessons they might learn from it: e.g. about being kind and generous
- **listen** to and **debate** answers

Autumn

## Ask questions and give opinions about religious beliefs and ideas

Children:

- **think, talk** and **ask questions** about living in an amazing world and **listen** to answers
- **think, talk** and **ask questions** about different festivals and celebrations and **listen** to answers
- **respond** to some of the experiences and emotions of festivals in a variety of ways
- **think** and **talk about** what they personally have to be thankful for at Christmas time
- **ask questions** about what happens and why in a church
- **recount** their visit to a church

Autumn

## Observe, notice and recognise materials in RE

Children:

- **listen with enjoyment** to stories, songs and poems from different communities and traditions and **respond** with relevant comments, questions or actions
- **use talk** to organise, sequence and clarify thinking, ideas, feelings and events
- **answer** 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities
- **talk about** how they and others show feelings
- **develop** their own narratives in relation to stories they hear from different communities
- **use** their imagination in art, music, dance, imaginative play, role-play and stories to represent their own ideas, thoughts and feelings
- **respond** in a variety of ways to what they see, hear, smell, touch and taste

Autumn

## Talk about materials in RE

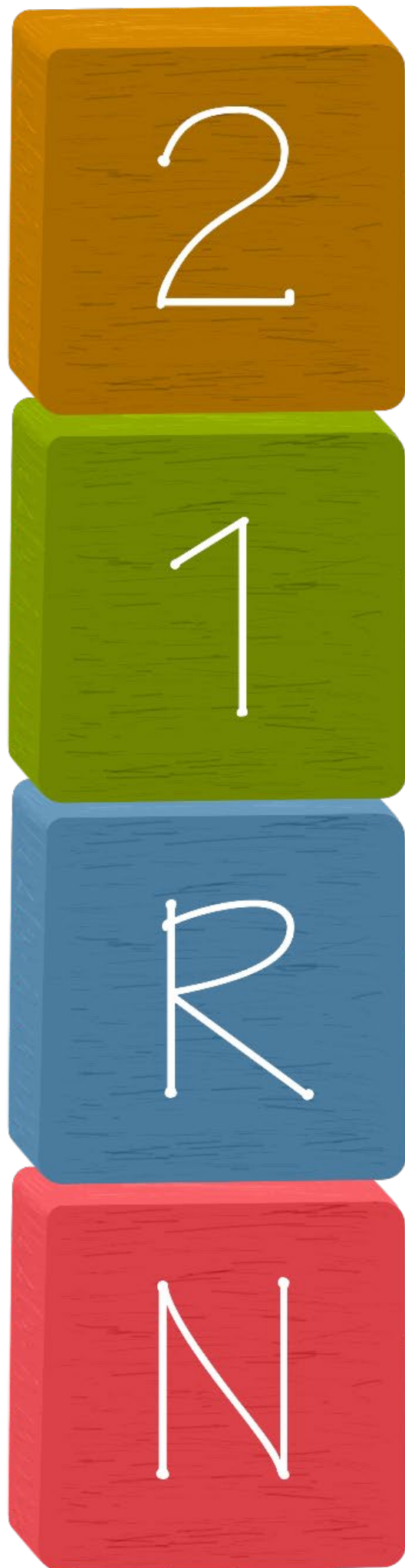
Children:

- **listen with enjoyment** to stories, songs and poems from different communities and traditions
- **talk about** their ideas, feelings and events
- **answer simple questions** about their experiences in response to stories, experiences or events from different traditions and communities
- **talk about** their feelings and show emotions in their art work

Autumn



# Religious Education – Expressing and communicating ideas related to religions and worldviews



## Give thoughtful responses using different forms of expression in RE

Children:

- **ask questions** about leadership and **suggest** and **debate** answers
- **respond** to the idea that Moses and Saint Peter were guided by God or given wisdom by God
- **think, talk, ask questions** and **debate** whether the Easter story has something to say to them: e.g. about whether forgiveness is important
- **think, talk, ask questions** and **debate** whether Jesus' 'good news' matters to anyone other than Christians

## Ask questions and give opinions about religious beliefs and ideas

Children:

- **respond** to some of the experiences and emotions of festivals in a variety of ways
- **think, talk** and **ask questions** about what is the 'Good News' that Jesus brings and if it is only good news for Christians
- **think, talk** and **ask questions** about whether the Easter story has anything to say to them about sadness, hope or heaven
- **ask questions** about Jesus' 'special powers' and **listen** to answers
- **respond** to the Christian belief that Jesus was God come to earth with a question or idea of their own
- **respond** to ideas and values such as care, kindness and generosity with simple ideas of their own
- **ask questions** about how we show we care for others

## Observe, notice and recognise materials in RE

Children:

- **talk about** how they and others show feelings
- **use talk** to organise, sequence and clarify thinking, ideas, feelings and events
- **respond** in a variety of ways to what they see, hear, smell, touch and taste
- **use** their imagination in art, music, dance, imaginative play, role-play and stories to represent their own ideas, thoughts and feelings
- **develop** their own narratives in relation to stories they hear from different communities
- **answer** 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities
- **listen with enjoyment** to stories, songs and poems from different communities and traditions and **respond** with relevant comments, questions or actions

## Talk about materials in RE

Children:

- **talk about** their feelings and show emotions in their art work
- **talk about** their ideas, feelings and events
- **answer simple questions** about their experiences in response to stories, experiences or events from different traditions and communities
- **listen** with enjoyment to stories, songs and poems from different communities and traditions

Spring

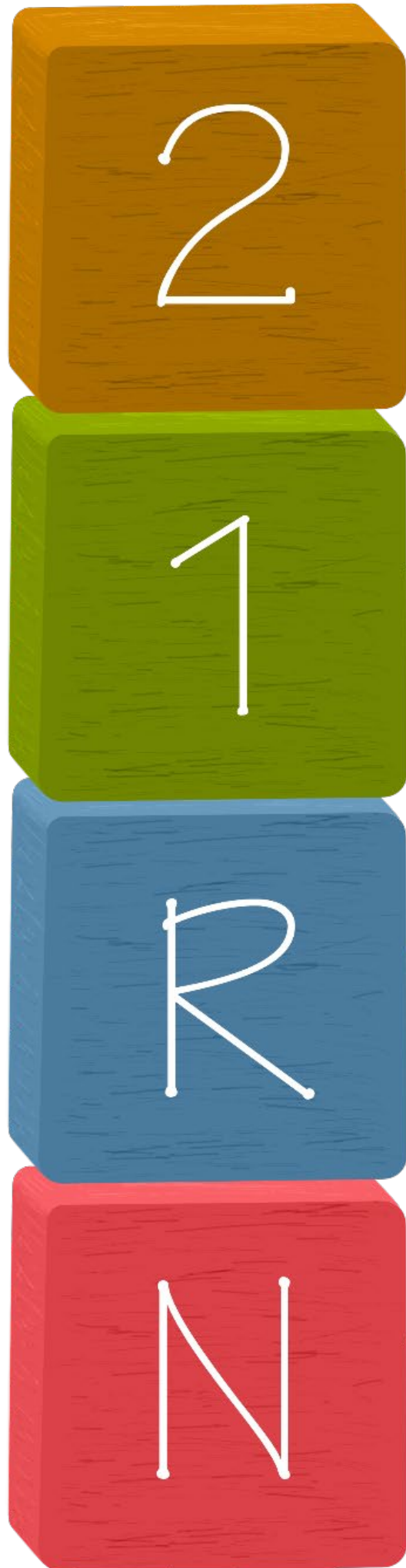
Spring

Spring

Spring



# Religious Education – Expressing and communicating ideas related to religions and worldviews



## Give thoughtful responses using different forms of expression in RE

Children:

- **ask questions** about what happens and why in a synagogue
- **recount** their visit to a synagogue and **explain** what they have learned
- **ask questions** about the stories they study and **suggest** answers
- **respond** to big ideas and beliefs in stories (e.g. does God forgive, rescue, create?)
- **think, talk about, ask questions** and **debate** whether they can learn anything from the story of Jonah for themselves

Summer

## Ask questions and give opinions about religious beliefs and ideas

Children:

- **ask questions** about what happens and why in a church from a different denomination
- **recount** their visit to the church
- **think, talk** and **ask questions** about what Christians think God is like

Summer

## Observe, notice and recognise materials in RE

Children:

- **listen with enjoyment** to stories, songs and poems from different communities and traditions and **respond** with relevant comments, questions or actions
- **use talk** to organise, sequence and clarify thinking, ideas, feelings and events
- **answer** 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities
- **talk about** how they and others show feelings
- **develop** their own narratives in relation to stories they hear from different communities
- **use** their imagination in art, music, dance, imaginative play, role-play and stories to represent their own ideas, thoughts and feelings
- **respond** in a variety of ways to what they see, hear, smell, touch and taste

Summer

## Talk about materials in RE

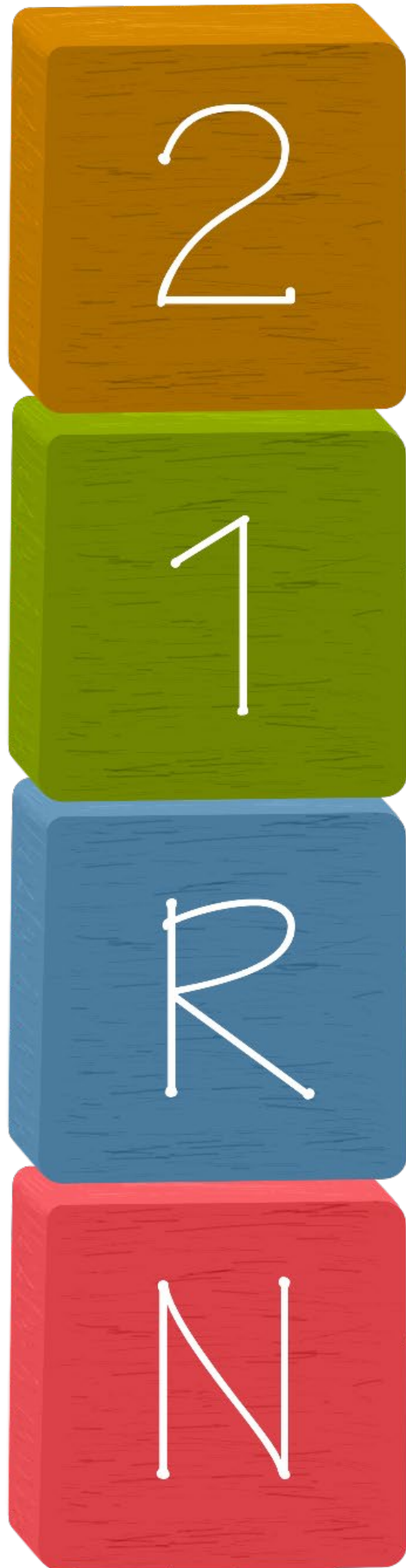
Children:

- **listen** with enjoyment to stories, songs and poems from different communities and traditions
- **talk about** their ideas, feelings and events
- **answer simple questions** about their experiences in response to stories, experiences or events from different traditions and communities
- **talk about** their feelings and show emotions in their art work

Summer



# Religious Education – Gaining and deploying the skills for studying religions and worldviews



## Consider and discuss questions, ideas and points of view

Children:

- **explain** why, in their opinion, Shabbat, Sukkoth, Hanukkah and Christmas matter and **listen** to and **discuss** the views of others

Autumn

## Collect, use and respond to ideas in RE

Children:

- **talk about** how Christians use the story of the nativity to guide their beliefs and actions at Christmas
- **talk about** what Christians do to say thank you to God for the creation
- **express** ideas of their own about why some people go to church
- **describe** a sacred place that is outdoors and **talk about** their own ideas of a sacred place
- **express** ideas of their own about why festivals and celebrations matter
- **describe** a big day in their own lives and **talk about** what made it special

Autumn

## Notice and find out about religions and world views

Children:

- **understand** that they can expect others to treat their needs, views, cultures and beliefs with respect
- **have a developing respect** for their own cultures and beliefs, and those of other people
- **understand** that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously
- **think** and **talk about** issues of right and wrong and why these questions matter
- **talk about** their own and others' behaviour and its consequences, and **know** that some behaviour is unacceptable
- **respond** to significant experiences showing a range of feelings when appropriate
- **understand** their own needs, views and feelings and are sensitive to those of others
- **know** how to work as part of a group, taking turns and sharing fairly

Autumn

## Talk about religions and world views

Children:

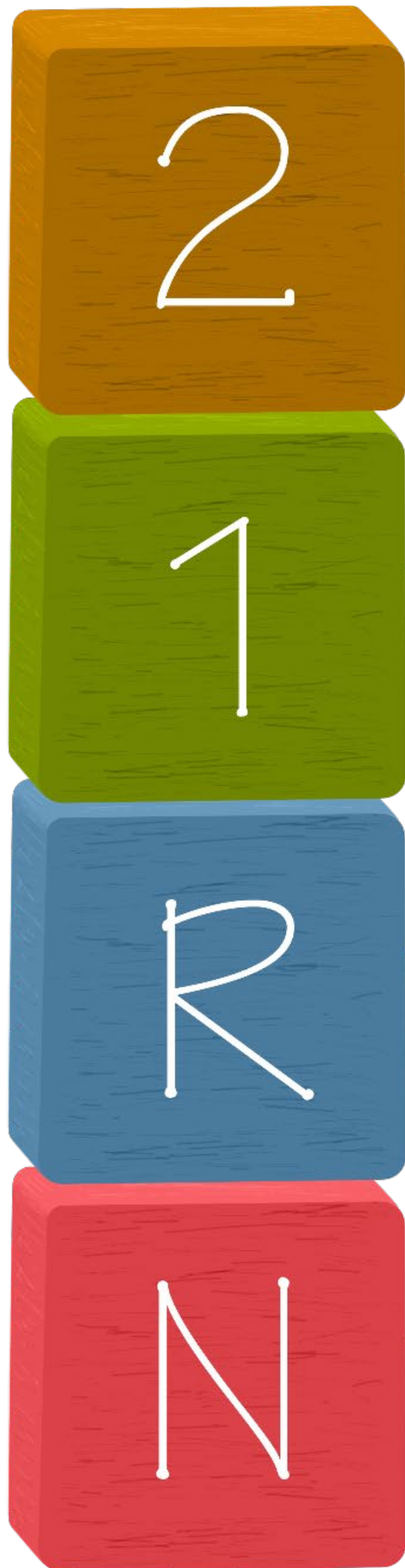
- **talk about** their own and others' behaviour, understanding what is considered good behaviour and what isn't
- **think** and **talk about** issues of right and wrong
- **understand** their own needs, views and feelings
- **understand** how to take turns and share fairly
- **know** how to show respectful behaviour towards others

Autumn





# Religious Education – Gaining and deploying the skills for studying religions and worldviews



## Consider and discuss questions, ideas and points of view

Children:

- **make links** with Jewish 'thank you' prayers
- **express** ideas of their own about Easter and **discuss** how Christians show their beliefs about Jesus as saviour in church worship
- **apply** their knowledge of the stories they have learned to **express** ideas of their own about leadership
- **discuss** what makes a great leader and **listen** to the views of others

Spring

## Collect, use and respond to ideas in RE

Children:

- **talk about** how Christians follow the teachings about forgiveness and peace and how these are put into practice in their Church community
- **talk about** how Christians show their beliefs about Jesus' death and resurrection in church worship
- **describe** how a person can show their values
- **express** ideas of their own about a religious story of caring
- **explore** stories to find out more about Jesus

Spring

## Notice and find out about religions and world views

Children:

- **understand** that they can expect others to treat their needs, views, cultures and beliefs with respect
- **have a developing respect** for their own cultures and beliefs, and those of other people
- **understand** that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously
- **think** and **talk about** issues of right and wrong and why these questions matter
- **talk about** their own and others' behaviour and its consequences, and **know** that some behaviour is unacceptable
- **respond** to significant experiences showing a range of feelings when appropriate
- **understand** their own needs, views and feelings and are sensitive to those of others
- **know** how to work as part of a group, taking turns and sharing fairly

Spring

## Talk about religions and world views

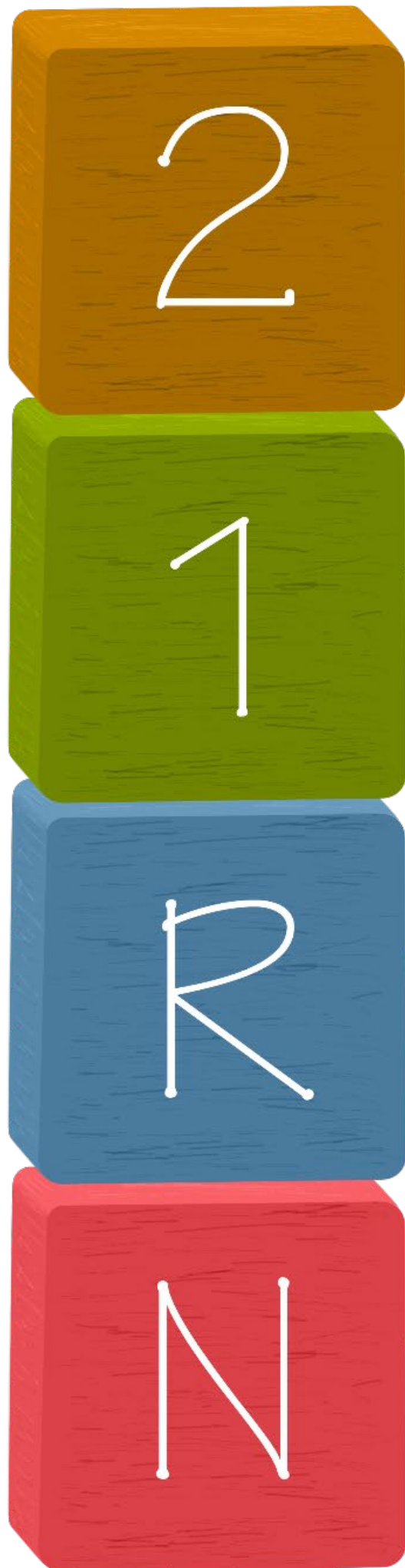
Children:

- **talk about** their own and others' behaviour, understanding what is considered good behaviour and what isn't
- **think** and **talk about** issues of right and wrong
- **understand** their own needs, views and feelings
- **understand** how to take turns and share fairly
- **know** how to show respectful behaviour towards others

Spring



# Religious Education – Gaining and deploying the skills for studying religions and worldviews



## Consider and discuss questions, ideas and points of view

Children:

- **express** ideas of their own about some of the questions the work throws up
- **express** ideas of their own about why some people go to holy buildings
- **understand** that the story of Jonah is in the Jewish Pentateuch and also valued by Muslims
- **identify** at least two examples of Bible characters who 'got it wrong' and describe what happened in the story

Summer

## Collect use and respond to ideas in RE

- **discuss** ways Christians show their belief in God as loving and forgiving
- **discuss** how Christians put their beliefs into practice in worship

Summer

## Notice and find out about religions and world views

Children:

- **understand** that they can expect others to treat their needs, views, cultures and beliefs with respect
- **have a developing respect** for their own cultures and beliefs, and those of other people
- **understand** that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously
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- **respond** to significant experiences showing a range of feelings when appropriate
- **understand** their own needs, views and feelings and are sensitive to those of others
- **know** how to work as part of a group, taking turns and sharing fairly

Summer

## Talk about religions and world views

Children:

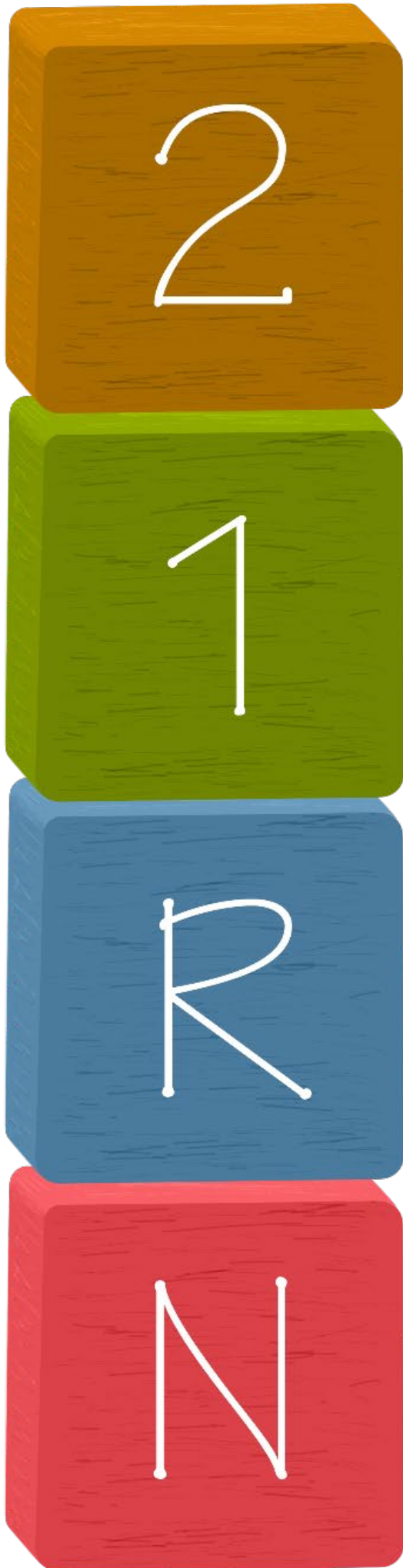
- **talk about** their own and others' behaviour, understanding what is considered good behaviour and what isn't
- **think** and **talk about** issues of right and wrong
- **understand** their own needs, views and feelings
- **understand** how to take turns and share fairly
- **know** how to show respectful behaviour towards others

Summer



# Religious Education – Vocabulary

The lists below are examples of the type of vocabulary to be taught during religious education sessions:



- Jewish, Judaism, Hanukkah, Sukkoth, Shabbat, Passover, synagogue, wise sayings, rules for living, leader, leadership, teacher, Holiness, sacred, belonging, Creator, salvation, old testament, new testament
  - wisdom, courage, persistence, fairness, good news
  - spice box, challah loaves, kiddush cup, Ark, Ner Tamid, Torah scroll, tallith, tefillin, hanukkiah, bimah
- Christian, festival, incarnation, peace, faith, belief, thankful, forgiveness, resurrection, saviour, Heaven, worship, symbol, Gospel, parable, creation story, miracles, Humanist, community, believer, disciples
  - care, generosity, hope, feelings
  - altar, cross, crucifix, font, lectern, candles, icons, stations of the cross, baptismal pool, pulpit, organ
- religion, God, create, creation, Christmas, Easter, special books, special places, special stories, church, praise, pray, prayer, Bible, love, saves, belonging, baptism
  - rules, harmony, cooperate, behaviour, consequences, feelings
- celebration, Harvest Festival, Diwali, Birthday, Christmas, Jesus, Easter, special stories
  - feelings (happy, sad, scared, worried)
  - right, wrong, share, kindness





Science

# Science Intent Statement

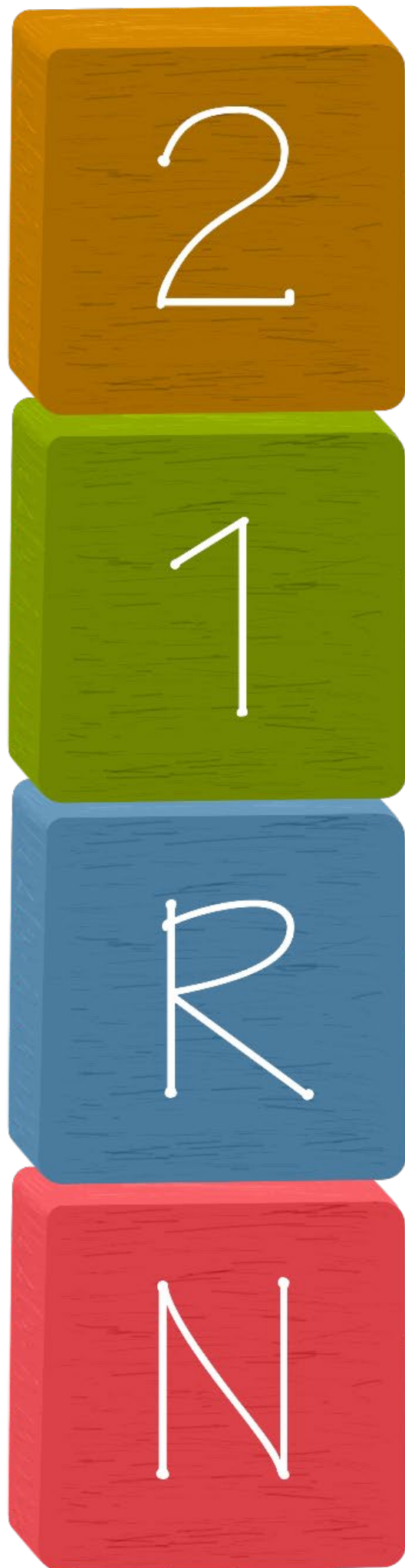
Scientific learning takes place every day, sometimes subconsciously, in every opportunity and action presented to us. We understand that even from birth, a child's actions and explorations open up a world of scientific possibilities.

We want our children to have the skills, confidence and enquiring minds to be able to ask and seek answers to the big questions they have. Through providing real life, hands on experiences, we endeavour to develop a sense of excitement and curiosity about the world in which they live. Our children are encouraged to investigate their immediate surroundings whilst developing skills that they will build on and use, not only during their time at school, but throughout their lives.

As practitioners, we strive to ensure that every child understands their place, not only within their communities, but also the wider world. By supporting them to become citizen scientists from a young age they can make a real difference to the future of our planet. Science is a core subject for a reason and its purpose and its value should never be underestimated.



# Science – Life



## Know that living things share certain characteristics (e.g. breathing, feeding, reproduction, excreting waste, growth and movement)

Children:

- **research, describe, compare** and **recall** how plants need water, light and suitable temperature to grow and stay healthy
- **observe** and **describe** how seeds and bulbs grow into mature plants using scientific language
- research, describe and compare the basic needs of animals, including humans, for survival (water, food, air)
- **describe** the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- **know** that animals live in habitats and micro-habitats that are suitable for their needs
- **know** that animals, including humans, have offspring which grow into adults
- **discuss** using prior knowledge, and **make informed choices** about how to plan a scientific investigation to answer a question (apparatus, method, predictions, fair test, results, conclusion), **carry it out** and **offer explanations** for outcomes
- **ask questions** about living things and suggest answers

## Know that there are differences and similarities between living things

Children:

- **identify**, draw and label the basic parts of the human body and say which parts of the body is associated with each sense
- **know** what the five senses are
- **know** the names of the basic parts of the human body
- **identify** and **describe** the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers
- **identify** deciduous and evergreen trees in the environment
- **know** what deciduous and evergreen trees are
- **identify** and name a variety of common plants, including garden plants, wild plants and trees
- **describe** and **compare** a variety of common animals (birds, fish, amphibians, reptiles and mammals, including pets)
- **identify** and name a variety of common animals that are carnivores, herbivores and omnivores
- **know** what carnivores, herbivores and omnivores are
- **identify** and name a variety of common animals and the categories to which they belong
- **know** the main categories of common animals (birds, fish, amphibians, reptiles and mammals)
- **explain** what has been learned from a scientific test
- **observe** and perform simple tests to seek out answers to a question
- **ask simple questions** about living things

## Know that there are different common animals and plants

Children:

- **observe** and **talk about** seasonal changes and their impact on familiar animals and plants
- **know** the names of the seasons
- **observe** closely and make simple representations of living things
- **recognise** and **know** the names of familiar plants and animals
- **describe** and comment on things they have seen, including plants and animals
- **observe** and **investigate** the world around them closely

## Know that animals and plants are living things

Children:

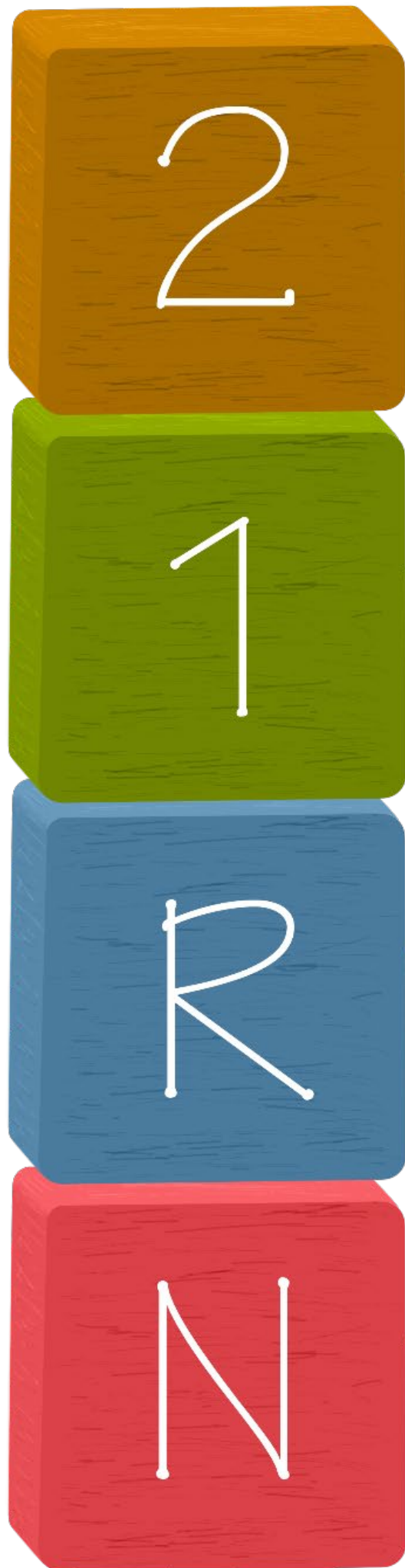
- **talk about** and demonstrate care for minibeasts in their environment
- **observe** and **distinguish between** baby animals and those that are fully grown
- **observe** and **talk about** what they see happening to a seed as it grows into a plant
- **investigate** how to plant seeds, water them and **talk about** what they are doing

Autumn - Shop 'til you drop  
Spring - Into the woods

Spring - All creatures great and small  
Summer - Water, water everywhere



# Science – Energy



## Know that living things get their energy from food

Children:

- **research, describe, compare** and **recall** how plants need water, light and suitable temperature to grow and stay healthy
- **describe** the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- **know** the main food groups for humans – carbohydrates, proteins and fats (the Eat Well Plate)
- **know** that food chains are very important to the survival of most species and describe one key food chain
- **research, describe** and **compare** the basic needs of animals, including humans, for survival (water, food, air)
- **discuss** using prior knowledge, and **make informed choices** about how to plan a scientific investigation to answer a question (apparatus, method, predictions, fair test, results, conclusion), carry it out and **offer explanations** for outcomes
- **ask questions** about living things and sources of energy

## Know that living things need energy to survive

Children:

- **know** about different sources of energy including the sun and different types of food
- **know** that animals, including humans, have basic needs for survival
- **explain** what has been learned from a scientific test
- **investigate** and **discuss** answers to a question through observation and testing
- **observe** and **ask simple questions** about how living things need energy to live

## Know that a force results in a change of state

Children:

- **identify** changes caused by a force
- **know** that a force causes a change to occur
- **talk about** what they see using words such as – push, pull, stretch, bend, snap
- **talk about** and **describe** the things they have seen
- **observe** and **interact** with natural forces (e.g. a magnet and an object)

## Know that there are forces (e.g. pushes pulls)

Children:

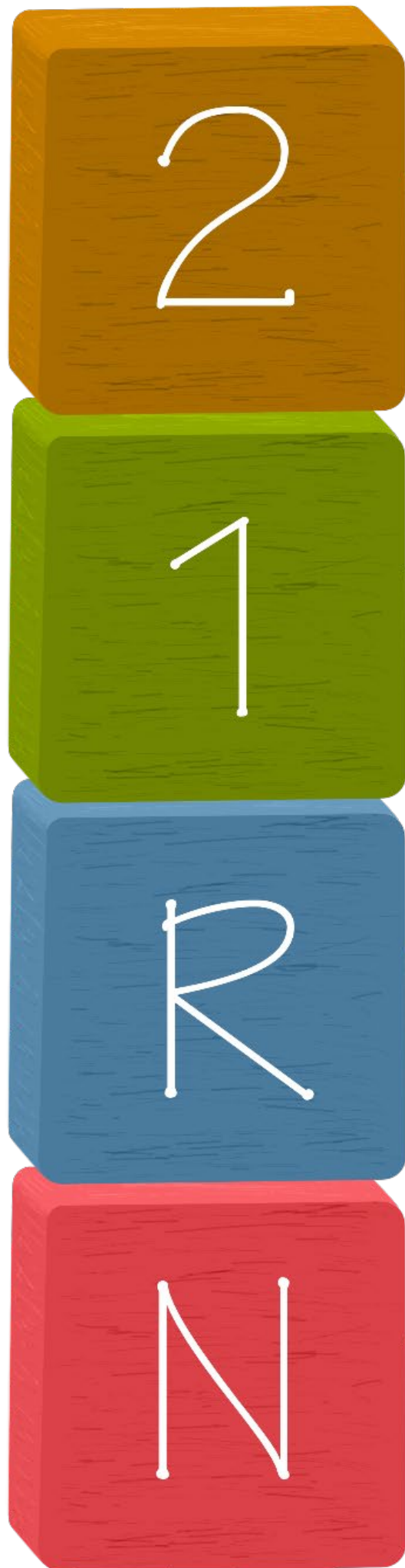
- **talk about** what they see happening when a force is applied
- **observe** what happens when a force is applied

Autumn - Shop 'til you drop  
Spring - Into the woods

Spring - All creatures great and small  
Summer - Water, water everywhere



# Science – Matter



## Know that different materials have different uses linked to their physical properties Know that materials can be changed

Children:

- **identify** and **compare** the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- **explore** how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, and **apply** this knowledge to their own work
- **know** about the physical properties of a wider range of everyday materials for example glass and plastic are transparent, translucent and opaque
- **discuss** using prior knowledge, and make informed choices about how to plan a scientific investigation to answer a question (apparatus, method, predictions, fair test, results, conclusion), carry it out and **offer explanations** for outcomes
- **ask questions** about materials and suggest answers to them using prior and wider knowledge

## Know that different materials have different properties

Children:

- **compare** and group together a variety of everyday materials on the basis of their physical properties, **explaining** what they have done
- **distinguish between** an object and the materials from which it is made
- **describe** the simple physical properties of a variety of everyday materials
- **identify** a variety of everyday materials, including wood, plastic, glass, water and rock
- **know** the names of a wider range of everyday materials, including wood, plastic, glass, water, wool and rock
- **explain** what has been learned from a test
- **investigate** answers to a question through observation and testing
- **ask simple questions** about materials

## Know that there are different materials such as glass, wood, metal, paper and wool

Children:

- **predict** what might happen to an object when (e.g.) a magnet is used
- **investigate** different materials using (e.g.) magnifying glasses, magnets or torches
- **talk about** and **describe** what they notice about different materials
- **know** the names of some common materials

## Know that things in their environment are made of different materials

Children:

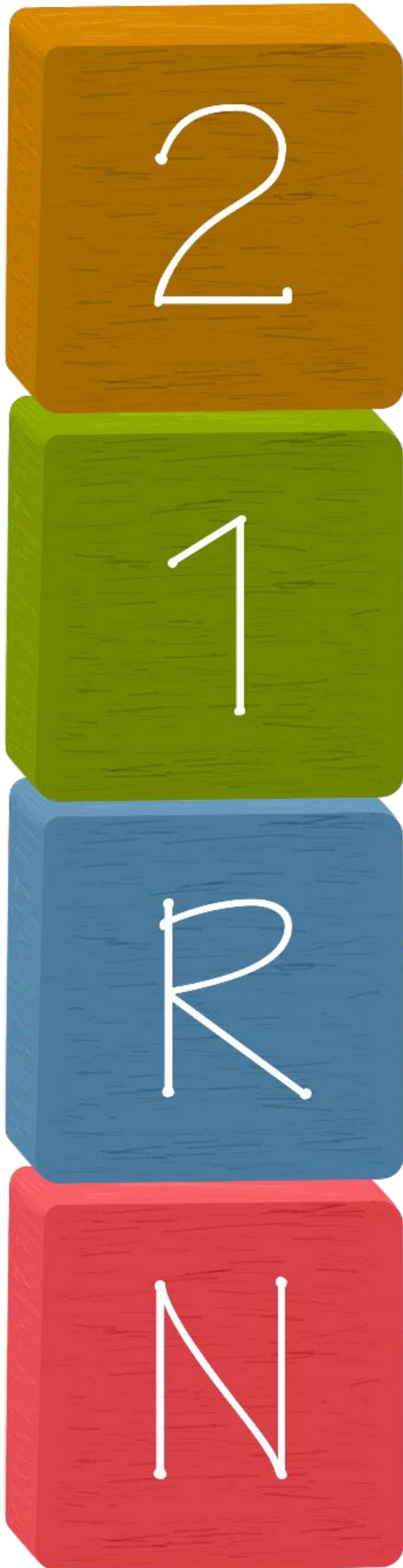
- **investigate** and **sort** materials by given criteria (such as things that light can shine through, or things that are magnetic)
- **investigate** and **talk about** what floats and what sinks
- **observe** and **talk about** changes to materials caused by (e.g.) heating or cooling
- **know** some words that describe materials (e.g. hard or soft, rough or smooth, bendy or stretchy)
- **observe** and **talk about** simple similarities and differences between materials
- **observe** and use all their senses to explore natural materials





# Science – Vocabulary

The lists below are examples of the type of vocabulary to be taught during science sessions:



- compare, contrast, identify, classify, method, apparatus, data, conclusions
- water, light, temperature, grow, healthy, germination,
- living, dead, never lived, survival, breathing, feeding, reproduction, excreting waste, growth, movement, exercise, hygiene, nutrition, balanced diet, carbohydrates, protein, fruit, vegetables, dairy, fats
- habitat, micro-habitat, ocean, woodland, desert, tropical rainforest, arctic, conditions, dry, damp, wet, bright, sheltered, shady
- born, offspring, grow, baby, child, adult, reproduce, lifecycle
- food chain, survival, source, predators, prey
- suitable, unsuitable, properties, uses, squashing, bending, twisting, stretching, transparent, translucent, opaque
- describe, group, measure, test, diagram, chart, map, predict
- sight, touch, taste, hear, smell, head, neck, arms, elbow, legs, knees, face, ears, eyes, mouth, teeth
- leaves, flowers, blossom, petals, fruit, root, bulb, seed, trunk, branches, stem, trunk
- deciduous trees - oak, maple, beech, rowan; evergreen trees – cypress, larch, holly, ivy; common plants – rose, daffodil, tulip, pansy; wild plants – poppy, daisy, buttercup, dandelion, snowdrop, bluebell
- amphibian, mammal, reptile, fish, bird, herbivore, carnivore, omnivore, food, water, air
- stone, brick, fabric, sand, flour, water, rock, elastic, foil, cloth, leather, stretchy/stiff; shiny/dull; rough/smooth; waterproof/not waterproof; absorbent/not absorbent
- observe, test, record, sort
- spring, summer, autumn, winter, pets, cat, dog, rabbit, tree, flower, plants, grass, sun, rain, wind, snow, dead, alive, growing
- changes, bend, snap, stretch
- metal, paper, wool, magnifying glass, magnet, torch
- investigate, look carefully/closely, question, answer
- animal, insect, ant, spider, snail, baby, mummy, daddy, plant, water, grow
- push, pull, move
- paper, wood, glass
- hard, soft, bendy, smooth, stretchy, float, sink





Art & Design

# Art and Design Intent Statement

Art and Design plays a central role in children's learning and development. It can help children to communicate effectively and express themselves and their feelings without words. As Loris Malaguzzi (Reggio Emilia) said, it offers children another 'language'; a way of sharing their thinking about the world around them and contributing to their sense of well-being.

We have developed an Art and Design curriculum that aims to teach young children the skills of four specific disciplines; drawing, painting, printing and sculpture. We believe that in the early stages, children should have freedom to manipulate different materials in an organic and unstructured way, allowing for exploration and experimentation. Through this exploration, they form connections in the brain, develop finer muscle skills and learn how to solve problems. As children move through the EYFS and into Key Stage 1, we endeavour to build their expertise and knowledge progressively through guided teaching, work with artists and opportunities to apply new learning in different contexts. They are encouraged to look closely, represent what they see and develop independent thinking and problem-solving skills.

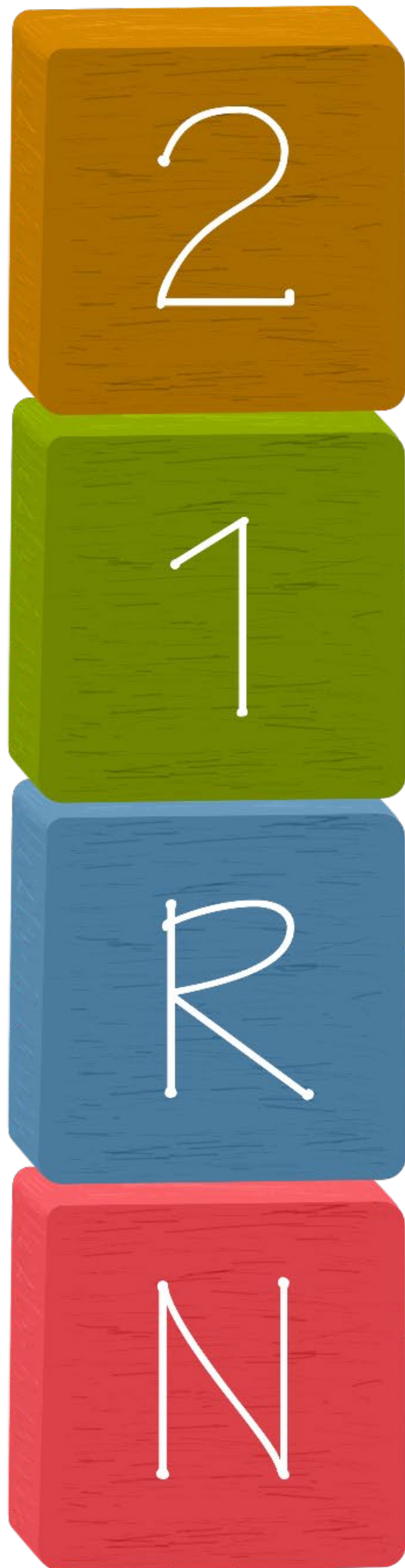
Children also learn about the work of artists from different times and cultures, enabling them to build their artistic vocabulary and their understanding of how art and design reflect and shape the history, culture, wealth and creativity of our nation.

Above all, however, we want our children to know that there is magic to be found in making art. It is valuable for its own sake; as a source of beauty and expression, as well as simply for the process of creating.



# Art & Design – Expression

an attempt to express the inexpressible; making concrete ideas and emotions



## Know that expression can be an act as well as a product

Children:

- **understand** that not every piece of art needs to be finished
- **understand** that all expressions are valid, regardless of the opinions of others
- **know** that art is different in different cultures and **describe** some of the differences they **observe**
- **compare** and **contrast** the work of two artists, one from a different culture, **explaining** how the artists create emotion and represent ideas
- **explain** why they chose particular techniques for their art work and **consider** their effectiveness
- **apply** independently the skills and techniques they have learned in painting, drawing and sculpture to make their own art work
- **experiment** with artistic techniques prior to making a piece of art

## Know that art is made within a cultural context

Children:

- **understand** that the work they make is about their own cultural perspective and **talk about** it
- **know** that there are similar and different cultural perspectives (e.g. images of Madonna and Child)
- **explore** and **experiment** with the skills and techniques they have learned in painting, drawing and sculpture to make their own art work
- **explain** why they value a piece of art
- **describe** the emotions and ideas they feel about art from a variety of cultures
- **observe** and **talk about** art from a variety of cultures, both realistic and abstract

## Know that art can be both abstract and realistic

Children:

- **explore** over time and **talk about** the work of one British artist
- **understand** that art can be realistic and abstract (i.e. not an accurate depiction but the use of shapes, colours, forms and gestural marks to achieve an effect)
- **talk about** what they are doing when they make realistic or abstract art
- **explore** realistic and abstract art-making
- **talk about** and **describe** the emotions and ideas they feel about a piece of art

## Know that art is many things

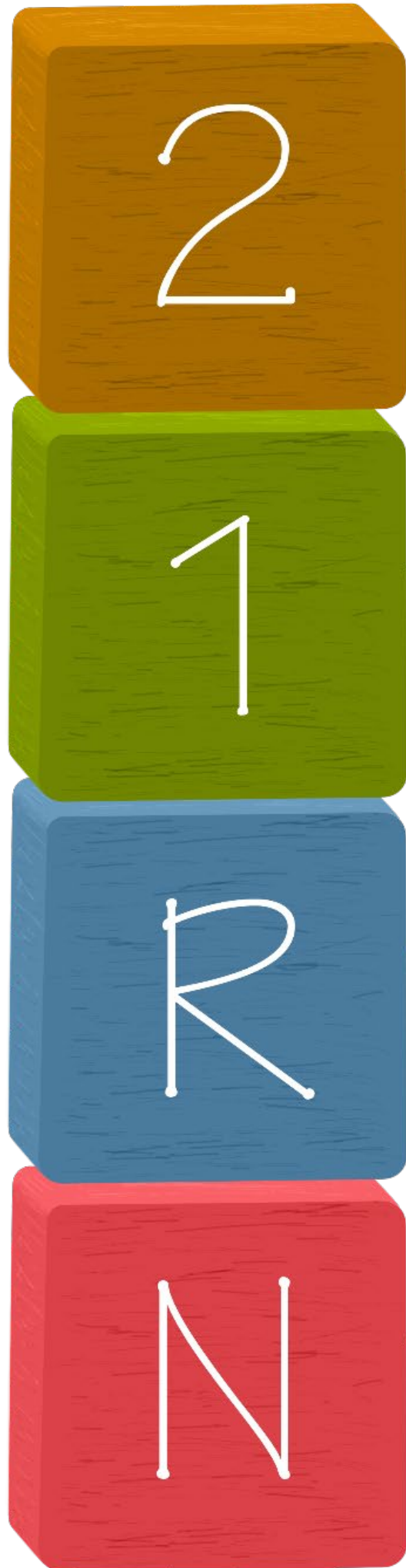
Children:

- **investigate** and **talk about** the different media for art (painting, drawing, sculpture at this stage)
- **understand** that artists make art and it could be any of the above
- **know** what an artist is
- **understand** that art is about ideas and **talk about** these
- **experiment** with making art in different art forms



# Art & Design – Appreciation

the knowledge and understanding of the themes and qualities of art



## Know that outside influences affect an artist's work and choices

Children:

- **understand** that simple is sometimes better than complex
- **consider** how they could **apply** particular techniques used by artists in their own work
- **discuss** the alternative choices an artist could have made
- **talk about** and **suggest reasons** for artists' intentions with some knowledge of the context in which the work was produced
- **identify** and **describe** commonalities in the work of one particular artist
- **know** the names of some artists from different times and cultures
- **know** what a curator does

## Know that artists choose materials for a specific purpose

Children:

- **know** the names of more than one artist
- **discuss** what emotion the artist was expressing when the work was created
- **suggest reasons** as to why a particular artist chose to use certain materials
- **talk about** the materials an artist has used and **describe** the effect
- **describe** the colour palette an artist has used

## Know that art has meaning

Children:

- **talk about** and **suggest answers** to more abstract questions about the dynamics of a piece of art (e.g. is this a fast or a slow painting?)
- **observe** and **share ideas** about the composition of a piece of art
- **identify** and **describe** colours and forms within a piece of work
- **know** the name of a British artist
- **know** what an art gallery is
- **know** some basic 2-D and 3-D shapes
- **know** primary and secondary colour names

## Know that art evokes feelings

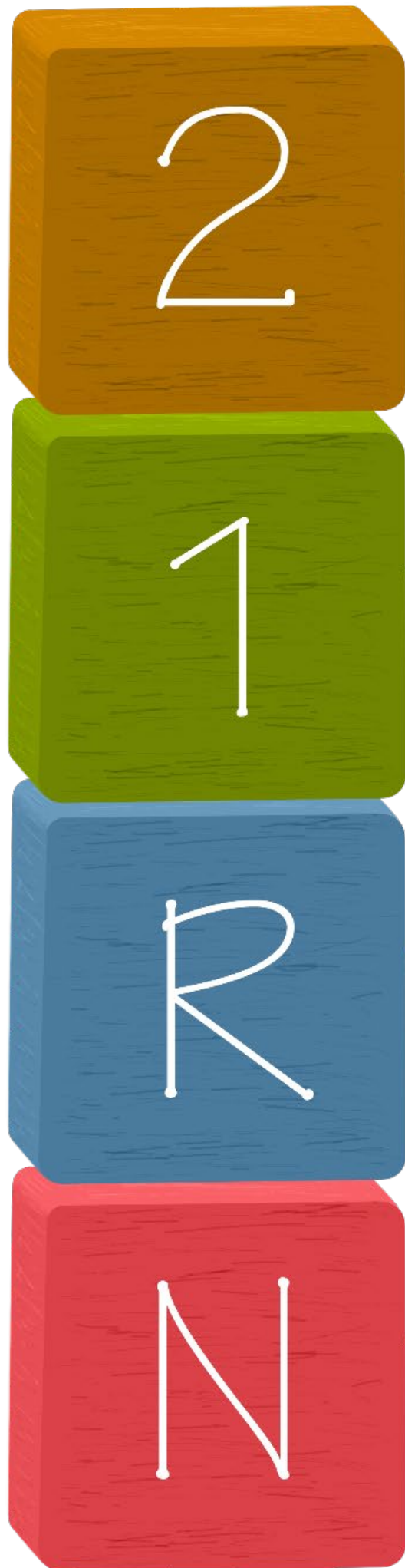
Children:

- **talk about** how they feel when looking at a piece of art
- **talk about** what they like or dislike about a piece of art
- **identify** colours and forms within a piece of work
- **know** some basic 2-D shapes (e.g. circle, square, rectangle, triangle)
- **know** primary colour names



# Art and Design – Skills

## drawing and painting



Children:

### Drawing

- **apply** their knowledge of a wide range of materials for drawing to create their own piece of art
- **apply** their knowledge of hard and soft pencils in their drawings
- **investigate** how to develop more subtle shadowing and shading
- **observe** carefully and **know** how to draw more complex 3-D shapes (e.g. vases)
- **understand** how to develop their drawings by making several progressive drafts
- **know** how to collect ideas and practise using sketching

### Painting

- **apply** colour-mixing skills independently in their own work
- **apply** their knowledge of use tints, shades and tones in their paintings
- **know** how to make shades using grey
- **know** how to make tints using white
- **know** how to make tones using black

Children:

### Drawing

- **know** how to draw a 3-D object with shading (identify where the shade is and smudge it)
- **know** how to draw a 3-D shape with a shadow
- **know** when to use a hard or soft pencil to create a desired outcome
- **know** how to complete part of a given drawing (e.g. using squared paper with a picture in one of the squares)
- **experiment** with a wider range of hard and soft pencils to create different effects
- **experiment** with drawing using a wide range of materials (e.g. ball point pens, fine markers, different types and sizes of paper)

### Painting

- **know** how to colour-mix with double primary colours independently
- **manipulate** paint with more precision
- **know** how to make washes
- **know** how to use different kinds of paint (e.g. watercolours)

Children:

### Drawing

- **know** that hard and soft pencils create different effects (2H and 8B)
- **know** how to draw with oil pastels
- **investigate** drawing spirals and cut them out
- **investigate** continuous line drawings (e.g. draw a flower without taking pencil off the paper)
- **know** how to draw 2-D to 2-D (observational drawings from 2-D pictures so that 3-D is not yet a focus)

### Painting

- **know** how to paint with more precision (possibly using an artist's work as inspiration e.g. Bridget Riley)
- **explore** painting to music and talk about the impact this has on their work
- **identify** and **describe** what their hand is doing in space as they paint
- **observe** closely and paint 2-D to 2-D
- **know** how to mix primary colours to make secondary colours
- **know** how to hold fine brushes correctly

Children:

### Drawing

- **investigate** drawing with hard and soft pencils
- **know** how to draw with detail (e.g. representing a face with a circle and including details and emotions)
- **investigate** drawing to represent ideas (e.g. movement, loud noises)
- **investigate** making enclosed shapes with continuous lines, using a story as a guide (e.g. up the hill, round the trees, back home)
- **investigate** making marks to music
- **investigate** making marks and **explore** different materials
- **investigate** drawing for the pleasure of drawing

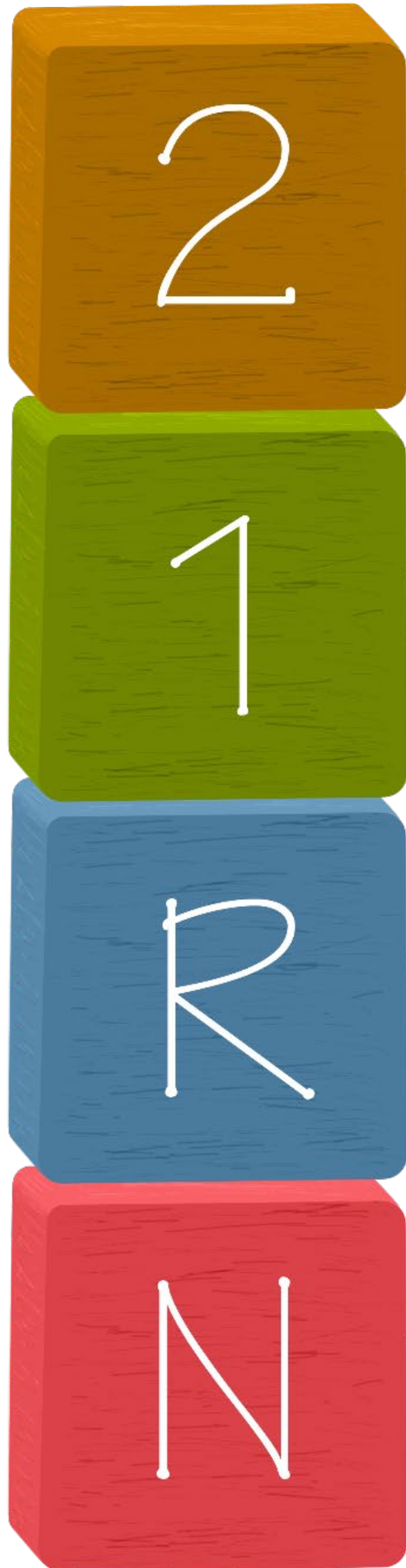
### Painting

- **know** primary colour names
- **know** how to hold and manipulate brushes
- **know** how to paint basic shapes, lines and dots
- **investigate** how to paint horizontally and vertically (e.g. on an easel, on the floor)
- **investigate** how to paint on different scales
- **investigate** paint using body parts
- **investigate** a wide variety of brush types and shapes (e.g. sweeping brushes, fine brushes etc.)
- **investigate** a variety of paint



# Art and Design – Skills

printing and sculpture



Children:

## Printing

- **understand** the concept of lateral inversion
- **know** how to make an African cone print to make complex patterns (on paper and in clay)
- **know** how to print onto fabric
- **know** how to make prints with letters

## Sculpture

- **apply** skills to create higher quality finish to products
- **know** how to hide attachments so that joins cannot be seen
- **know** how to use and make their own nets to create basic shapes
- **know** what a net is
- **know** how to make scratch and slip (clay) connections
- **investigate** using a basic armature (skeleton inside e.g. using wire)
- **explore** curling and coiling materials

Children:

## Printing

- **know** how to make and use a simple stencil (cut a shape in paper and stencil it)
- **know** how to make a monoprint with a mask
- **know** how to use printing inks and rollers
- **investigate** different materials to make printing blocks (e.g. draft excluders, polystyrene)

## Sculpture

- **explore** combining materials to make more complex forms
- **know** how to turn boxes inside out so that print cannot be seen
- **know** how to pleat and fold paper to make more complex forms (e.g. animals)
- **know** how to roll, tear and scrunch with more intention
- **know** and use some different types of attachment
- **experiment with** simple techniques for working with clay to create more complex forms

Children:

## Printing

- **explore** how to use these shapes to make compound and complex shapes (e.g. triangles to make stars)
- **know** how to make a printing shape (e.g. corrugated card)
- **know** how to make a monoprint (paint on table, create shape, press paper onto it)

## Sculpture

- **know** how to roll, scrunch and tear materials to create specific forms
- **experiment** with pleating and folding paper
- **experiment** with clay and make simple forms (e.g. thumb pots)
- **investigate** appropriate materials for attaching things together

Children:

## Printing

- **investigate** printing with simple shapes (e.g. ends of tubes, pre-cut sponges)
- **investigate** making a body print (e.g. hand, foot, finger)
- **understand** the concepts of on and off

## Sculpture

- **investigate** attaching forms together using a wide variety of fixings
- **investigate** rolling, scrunching and tearing materials
- **investigate** malleable materials such as dough and clay



# Art and Design – Basic Scissor Skills



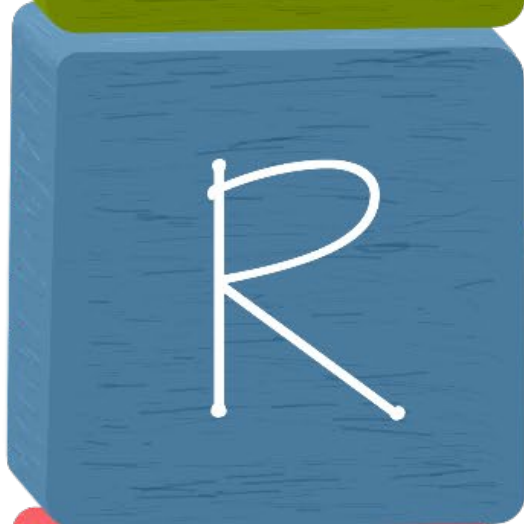
Children:

- **know** how to cut out multiple patterns (e.g. paper dolls)
- **know** how to cut even edge patterns (e.g. teeth or tessellations)
- **know** how to cut spirals
- **know** how to cut without a line
- **know** how to cut out precisely



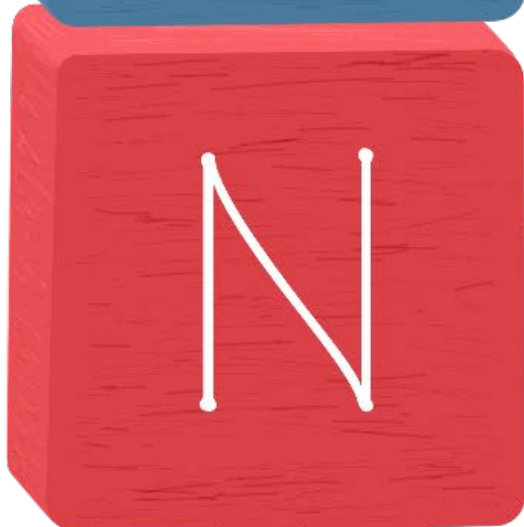
Children:

- **know** how to cut through multiple layers
- **know** how to use an awl for hole-making
- **know** what an awl is
- **know** how to fold and cut (to create a symmetrical shape)
- **know** how to cut along a line (simple shapes)



Children:

- **explore** cutting through multiple layers
- **know** how to cut in a more controlled way (not necessarily along a line)
- **understand** that they need to move the paper to help them cut
- **know** how to use hole punches and shape punches



Children:

- **know** how to snip and cut single layers of materials
- **know** how to hold scissors correctly
- **experiment** with snipping and cutting different materials for a purpose (e.g. spaghetti, foam, paper etc.)



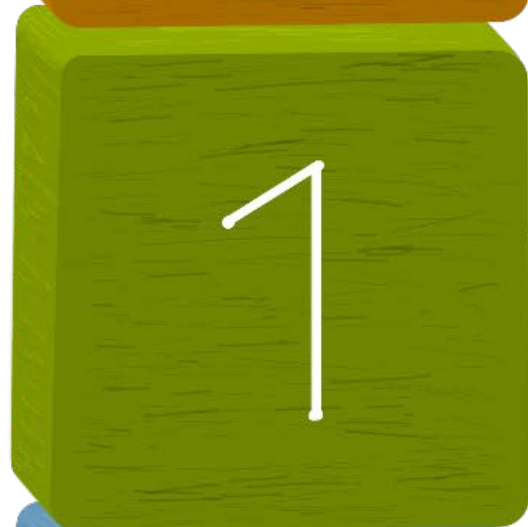


# Art & Design – Vocabulary

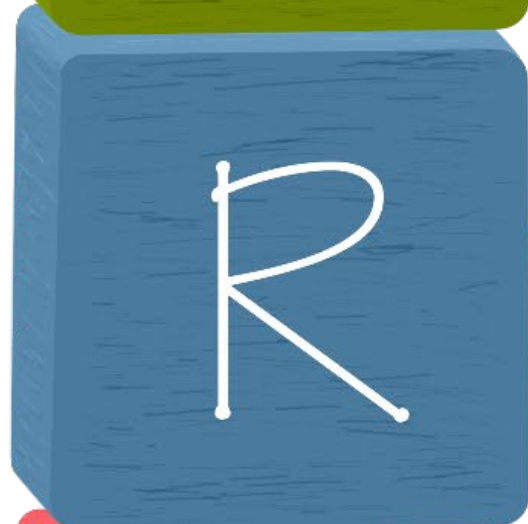
The lists below are examples of the type of vocabulary to be taught during Art & Design sessions:



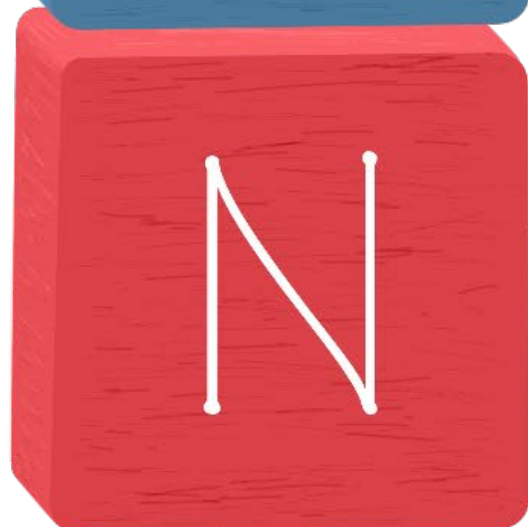
- curator, culture, modern, older, newer, technique, texture
- delicate, vivid, harsh, soft, watery, faded, rich, transparent, translucent
- curling, coiling, scratch and slip, net
- tone, tint, sketch, broad, narrow, sharp, smudged
- charcoal, ink, collage, abstract
- pattern, repeated pattern, random pattern
- portrait, landscape



- similar, different, strange, beautiful, fantastic, terrible, uncomfortable, relaxed
- attach, join, split pin, treasury tag, awl
- printing ink, roller, stencil, watercolour, poster paint, powder paint, colour mixing
- wash, detail, background, foreground, shadow, shade, highlight
- broad, narrow, pattern, soft, smooth, rough, wrinkly, bumpy, bend, stretch
- bold, bright, warm, cold, pale, deep
- the names of more than one artist

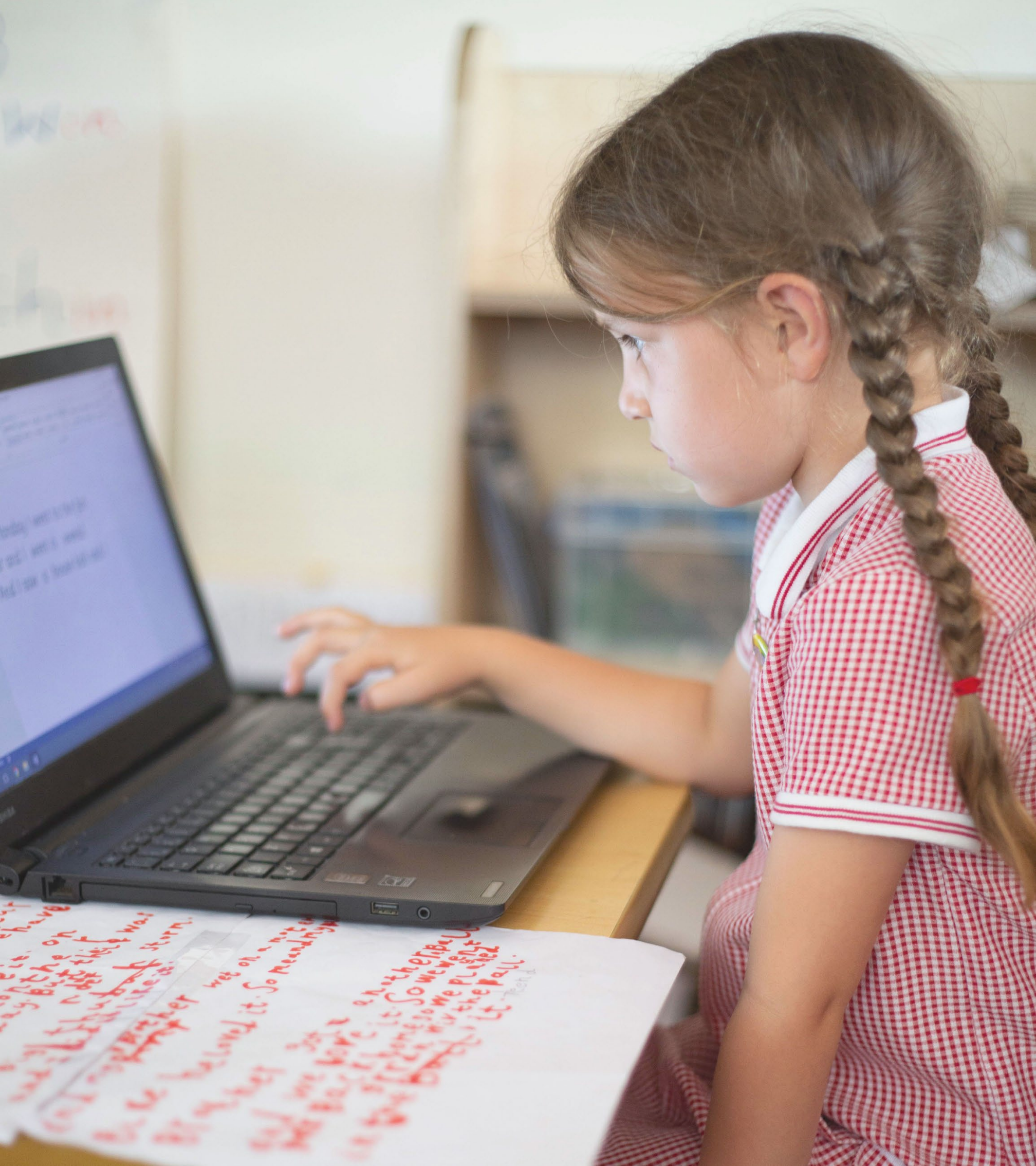


- pleat, fold, scrunch, spiral
- name of an artist, gallery
- print, monoprint
- straight, wavy, fine, careful, quick
- soft pencil, hard pencil, oil pastel, chalk, Sellotape, hole punch, fabric
- oval, diamond, heart, cube, sphere, pyramid
- brown, orange, green, pink, purple, grey
- calm, scared, excited, darker, lighter



- artist, painting, drawing, sculpture
- squash, roll, squeeze, tear, cut, snip
- thick, thin, line, dot
- paint, playdough, clay
- paper, cardboard, pencil, pen, scissors, crayon, felt tip, glue
- circle, square, rectangle, triangle
- red, blue, yellow, black, white
- happy, sad, dark, light





Computing

# Computing Intent Statement

Computing is an essential life skill in an ever-changing technological world. Children need to develop computational skills to broaden their horizons in preparation for future work and to participate actively in a digital world.

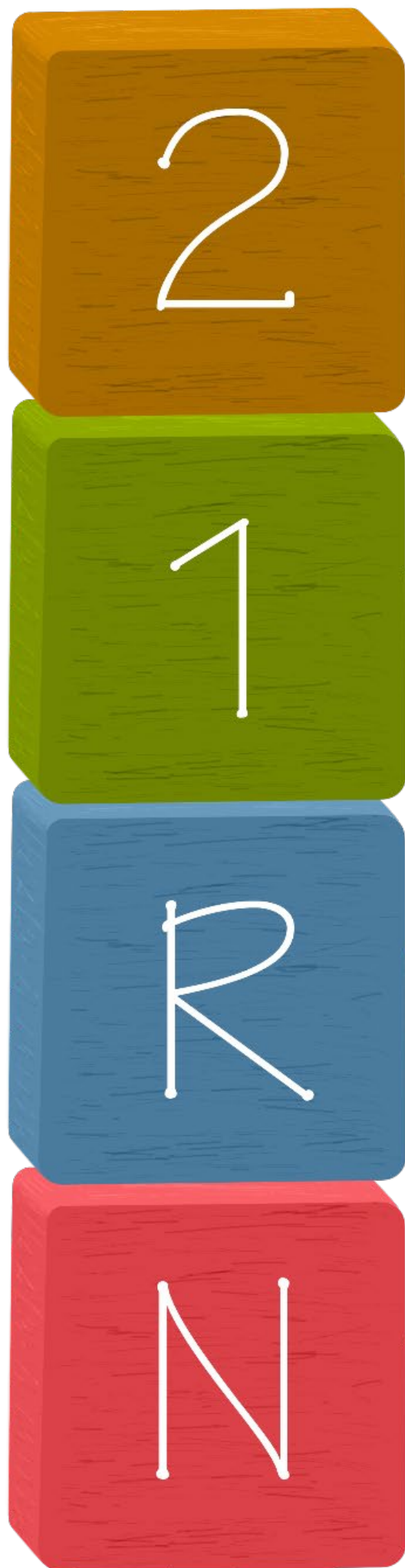
We want to teach children to be computational thinkers. In building their knowledge and skills (by decoding, inputting, data representation, creativity and manipulation), we aim to increase their confidence and understanding. We do this by making links to other parts of the curriculum such as mathematics, design technology, literacy, and science so that learning is meaningful.

As practitioners we are mindful of the benefits and limitations of technology. We aim to ensure that our children are able to recognise both the value and the risks associated with participation in today's digital climate.



# Computing – Safety

the condition of being protected from or unlikely to cause danger or risk online



## Know that sharing information can be a good thing but must be done so within boundaries to keep us safe

Children:

- **identify** the steps that can be taken to keep personal data and hardware secure (Unit 2.2)
- **know** that information can be shared more globally on the Internet (Unit 2.2)
- **know** how to refine searches using the Search tool (Unit 2.2)
- **know** how to gain a better understanding of searching on the Internet (Unit 2.5)
- **know** the terminology associated with searching (Unit 2.5)
- **know** how to open and send simple online communications in the form of email (Unit 2.2)
- **know** that information put online leaves a digital footprint or trail (Unit 2.2)
- **know** how we should talk to others in an online situation (Unit 2.2)

## Know that people sometimes behave differently online and this is not always a good thing

Children:

- **know** how to find saved work in the Online Work area and find teacher comments (Unit 1.1)
- **know** how to become more familiar with the icons used in the resources in the Topics section
- **know** the importance of logging out when they have finished (Unit 1.1)
- **know** how to log in safely (Unit 1.1)

## Know that they must ask trusted adults before going online or sharing any information

Children:

- **know** to ask a trusted adult before going online

## Know that they should be supported by a trusted adult when online

Children:

- **accept** support from a trusted adult when online



# Computing – Creation

using technology to bring something into existence

## Know that media from multiple sources can be combined to create a digital piece of work

Children:

- **experiment** with making music digitally (Unit 2.7)
- **explore, edit and combine** sounds (Unit 2.7)
- **know** how to upload a sound from a bank of sounds (Unit 2.7)
- **know** how to record and upload environmental sounds (Unit 2.7)
- **know** how to copy and paste (Unit 1.3)
- **understand** how to use a spreadsheet for money calculations (Unit 1.3)
- **know** how to collect data and produce a graph (Unit 1.3)
- **experiment** with the functions of the 2Paint a Picture tool (Unit 2.6)
- **apply** their knowledge to recreate the Impressionist style of art (Monet, Degas, Renoir). (Unit 2.6)
- **apply** their knowledge to recreate Pointillist art and look at the work of pointillist artists such as Seurat (Unit 2.6)
- **apply** their knowledge to recreate the style of Piet Mondrian using the lines template (Unit 2.6)
- **apply** their knowledge to recreate the style of William Morris using the patterns template (Unit 2.6)
- **know** that data handling tools can give more information than pictograms (Unit 2.4)
- **know** how to use yes/no questions to separate information (Unit 2.4)
- **know** how to construct a binary tree to identify items (Unit 2.4)
- **know** how to use a database to answer more complex search questions (Unit 2.4)
- **know** how to use the Search tool to find information (Unit 2.4)

## Know that technical devices have a range of functions that can be used to create digital pieces of work

Children:

- **know** the functionality of the direction keys (Unit 1.5)
- **experiment** with adding animation to a story (Unit 1.6)
- **explore** adding sound to a story, including voice recording and music the children have composed (Unit 1.6)
- create a more complex story, including adding backgrounds and copying and pasting pages (Unit 1.6)
- **know** how to sort items using a range of criteria (Unit 1.2)
- **know** how to sort items on the computer using the 'Grouping' activities icon (Unit 1.2)
- **know** that data can be represented in picture format (Unit 1.3)
- **understand** how to use a pictogram to record the results of an experiment (Unit 1.3)
- **know** how to save, share and print work (Unit 1.7)
- **know** what a spreadsheet program looks like (Unit 1.8)
- **know** how to enter data into spreadsheet cells (Unit 1.18)

## Know that technological devices can capture sounds, images and create marks

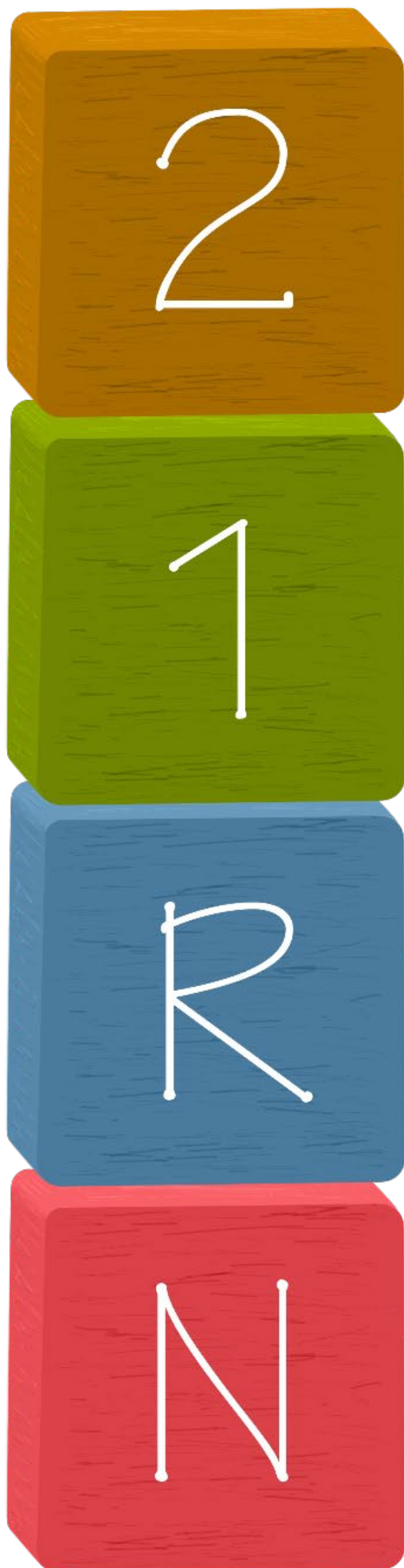
Children:

- **know** how to take a photograph with an iPad and **talk about** what happens
- **experiment** with recording their voice using (e.g. Purple Mash)
- **investigate** drawing using 2Simple and **talk about** what happens
- **explore** a talking tin and **talk about** what happens

## Know that some toys are technological devices

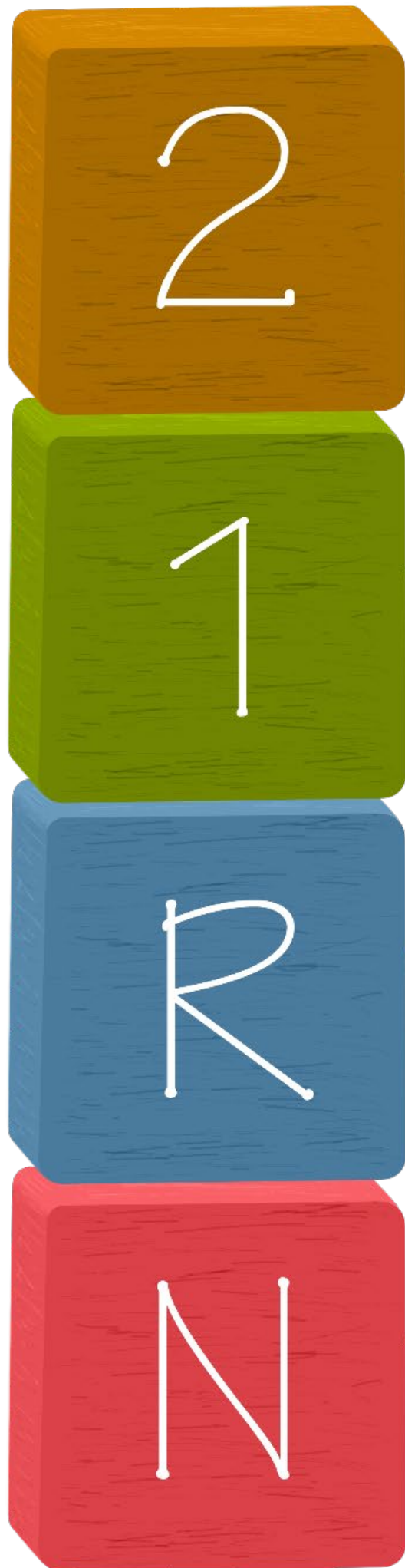
Children:

- **talk about** what they see
- **experiment** with what they can do
- **investigate** programmable and interactive toys



# Computing – Coding

computational thinking to compose a program which achieves a specific goal



## Know that instructions to complete a task can be altered or changed to become more precise

Children:

- **explain** what debugging is and **know** how to debug a program (Unit 2.1)
- **know** how to design algorithms and then code them (Unit 2.1)
- **know** and **explain** what an algorithm is (Unit 2.1)

## Know that instructions are used to complete a task

Children:

- **create** and **debug** a set of instructions (algorithm) (Unit 1.5)
- **change** and **extend** the algorithm list (Unit 1.5)
- **compare** the effects of adhering strictly to instructions to completing tasks without complete instructions (Unit 1.4)
- **know** how the order of instructions affects the result (Unit 1.4)
- **understand** how to follow and create simple instructions on the computer (Unit 1.4)
- **know** how to use design mode to set up a scene and add characters (Unit 1.7)
- **know** how to use code blocks to make the character perform actions (Unit 1.7)
- **explain** what coding means (Unit 1.7)

## Know that coding has a cause and effect (input and output)

Children:

- **know** how to take a photograph with an iPad and **talk about** what happens
- **experiment** with recording their voice using (e.g. Purple Mash)
- **investigate** drawing using 2Simple and **talk about** what happens
- **explore** a talking tin and **talk about** what happens

## Know that technology makes things happen

Children:

- **talk about** what they see happening
- **notice** that pressing buttons or turning a device on makes something happen



# Computing – Uses of IT beyond school

technology has evolved and shaped our homes and communities in many ways



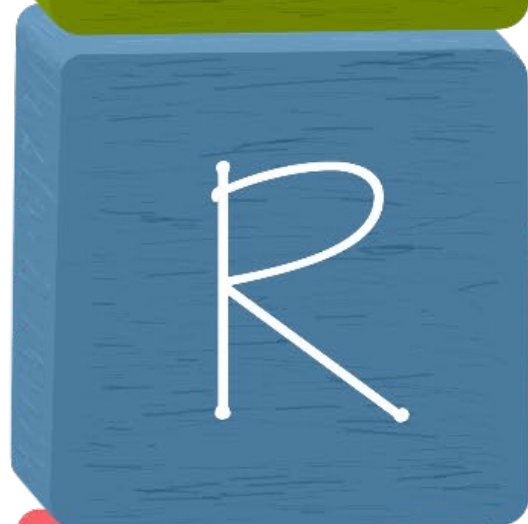
Children:

- **explain** what kind of IT is used in local industry
- **explain** what kind of IT was used in the past
- **explain** what kind of IT is used in shops



Children:

- **know** where technology is used in their local community (Unit 1.9)
- **know** what IT is used in the home and **explain** why



Children:

- **recognise** and **know** the names of a range of technology that is used in familiar places



Children:

- **talk about** technology that is used in familiar places





Design & Technology



# Design and Technology Intent Statement

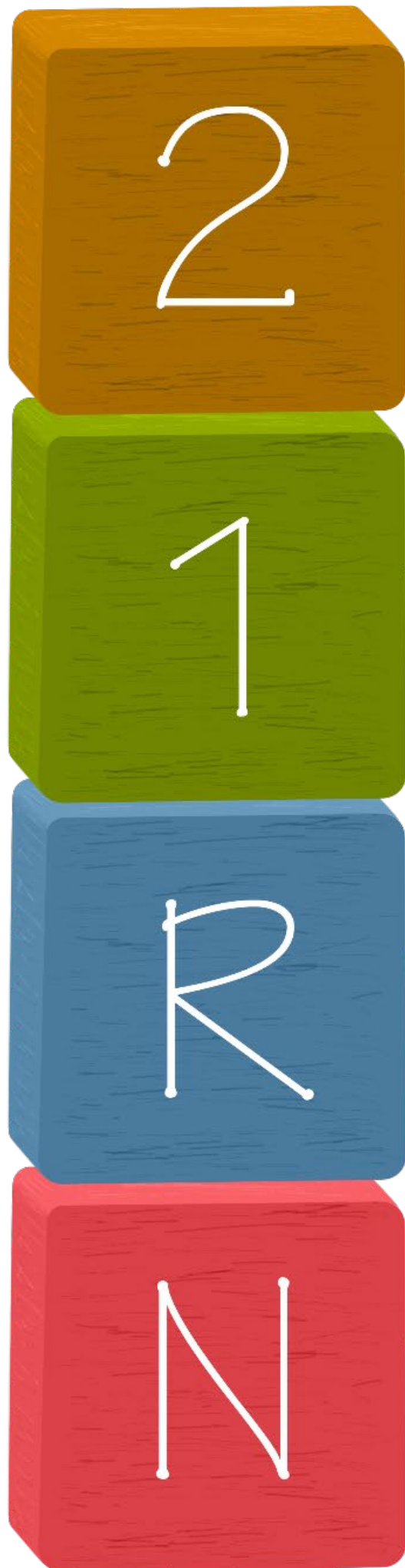
Design and Technology brings learning to life. It is highly motivational for children, providing opportunities for them to develop, practise and apply skills and knowledge that enhance their learning across the curriculum.

We have created a Design and Technology curriculum that contains two important elements; learning about the world and how things work, and learning to design and make functional products for particular purposes and users. We want our children to develop their skills through collaborative working and problem-solving, following the plan-do-review process. As they implement their design plans, we encourage them to apply their growing knowledge of materials, components, mechanisms, structures and health and safety to create quality products.

It is our hope that our Design and Technology curriculum will inspire and excite our children, giving them a greater understanding of the world. We also want them to learn that purposeful working involves creativity, imagination and fun – as well as making mistakes.



# Design & Technology – Being Creative



## Know that research helps people to develop creative solutions

Children:

- **solve problems** with creative solutions and **apply** them to their designs
- **gather ideas** for problem solving from a range of sources (e.g. people, books, internet)
- **consider** and **experiment with** multiple solutions to a problem
- **apply** their understanding of deconstruction of materials to inform their design plan

## Know that solutions need to be realistic and fit the design brief

Children:

- **explain** how their work meets the requirements of the design brief
- **solve problems** with creative but realistic solutions
- **experiment** with different possibilities to see which works the best (narrowing down of solutions)
- **apply** their knowledge about materials to the design brief
- **know** the names and properties of a wider range of materials

## Know that there are a wider range of materials that can be used to solve problems

Children:

- **explain** why they have chosen specific materials
- **talk about** their ideas and design before they make it
- **explore** in a creative way how they can solve the design brief
- **know** how to follow a simple design brief (e.g. make a tent for teddy)
- **know** what a simple design brief is

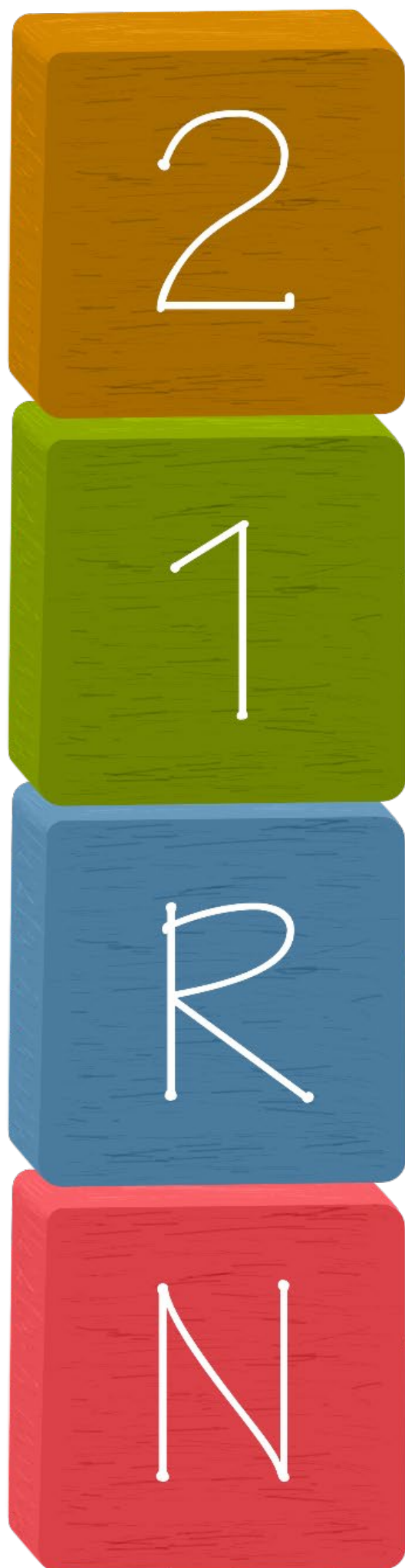
## Know that there are lots of different answers to problems

Children:

- **know** that experimentation is a good thing and that failure is not a bad thing
- **investigate** improving a model made by an adult and **talk about** what they are doing
- **know** how to copy a model made by an adult (e.g. a Lego car)
- **represent** their ideas through drawing with adult support
- **talk about** the ideas they have for model making or construction
- **explore** constructing and building freely with a wide range of materials



# Design & Technology – Practice



Children:

- **evaluate** the products of others, **identifying** strengths and possible changes they might make to improve them
- **evaluate** their product against their design criteria, **identifying** areas for improvement
- **evaluate** their product as it is developed making the necessary changes to improve it
- **apply** their knowledge of finishing techniques to their products
- **apply** their knowledge of assembling, joining and combining materials to make a more permanent product
- **know** how to follow safe procedures for food safety and hygiene
- **know** where foods from the main food groups come from
- **know** the main food groups for humans – carbohydrates, proteins and fats (the Eat Well Plate)
- **know** how to use more complex hand tools such as glue guns safely and appropriately
- **consider** which tools they need for a task, select and name them
- **know** how to cut, shape and join fabric to make a simple garment
- **know** how to measure, cut and score accurately
- **know** what scoring is

Children:

- **evaluate** the products of others by **asking questions** about what they have made and how they have gone about it
- **evaluate** their product by **discussing** how well it works in relation to the purpose
- **apply** simple finishing techniques to improve the appearance of their products
- **evaluate** their product as it is developed, **identifying** strengths and possible changes they might make
- **consider** which fruit and vegetables, processes and tools would be the best to select and **explain** why
- **understand** basic food handling, hygienic practices and personal hygiene
- **know** the names of foods from the main food groups
- **know** how to assemble, combine and join materials and components together using a variety of temporary methods
- **know** how to measure, cut out, mark and shape a range of materials with help
- **investigate** how to make their design using appropriate techniques

Children:

- **ask questions to evaluate** what others have made
- **explain** how well their product works
- **understand** how to make their design from an adult brief
- **understand** the need for hygienic practices and personal hygiene when working with food
- **understand** how to follow a simple recipe
- **know** the names of some everyday foods and those eaten during celebrations
- **know** how to use one-handed tools independently and safely
- **know** some joining techniques
- **know** the names of a variety of tools (e.g. hammer, vice, hole punch)

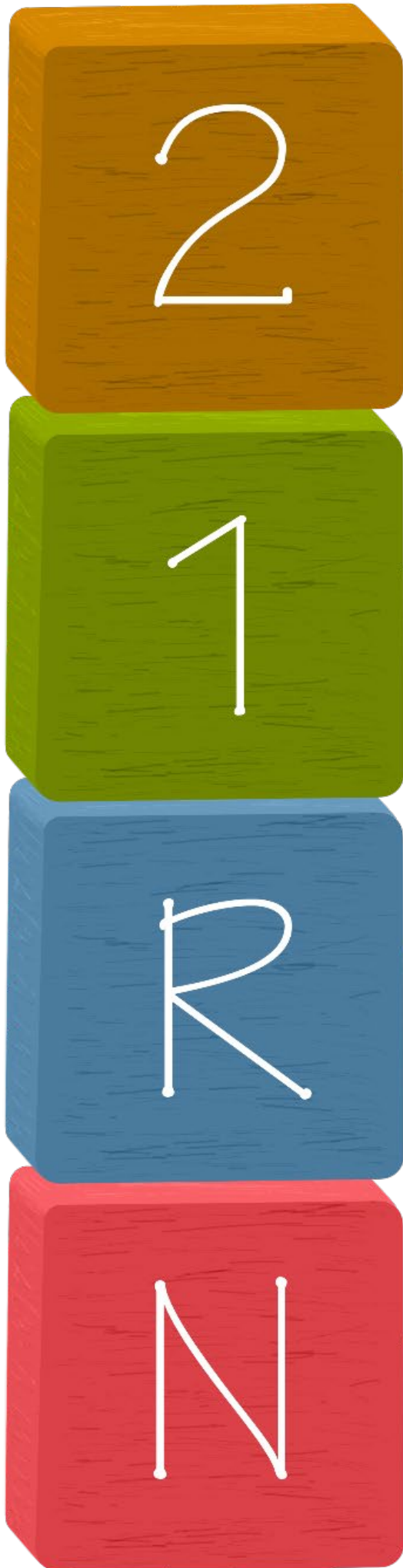
Children:

- **talk about** what they have made
- **know** how to follow a design brief (e.g. can you make a bridge across the tyres?)
- **know** how to use one-handed tools safely
- **know** the names of some joining materials (e.g. sellotape, PVA glue, masking tape)
- **experiment** with joining techniques
- **investigate** different foods (cutting, mixing, cooking)
- **investigate** making and constructing with a wide range of small and large materials



# Design & Technology – Vocabulary

The lists below are examples of the type of vocabulary to be taught during DT sessions:



- mechanism, levers, sliders, wheels, axles
- attach, combine, secure, assemble
- test, explore, evaluate, adapt
- structure, stiffer, stable
- finishing
- construction, textiles, components, characteristics
- function, research, prototype
- problem, solution
- engineer

- materials, solid, flexible,
- design brief, problem solving
- cut out, shape, measure, join
- designing, thinking, planning, making
- generate, develop, model
- tool, equipment

- construct, idea
- colour, design, texture, material
- strong, stronger
- fasten
- plan, do, review
- design, make, instruction, explore, test

- create, make, making, build
- think, talk about, idea, explore
- fix, cut
- stick, glue,
- build, taller, higher, shorter, smaller, stronger





# Geography

# Geography Intent Statement

Geography is about understanding the world and its people. In studying geography, young children learn about different places in the world and how they relate to one another. They develop their knowledge of the Earth's people, resources, natural and human environments and key physical and human processes.

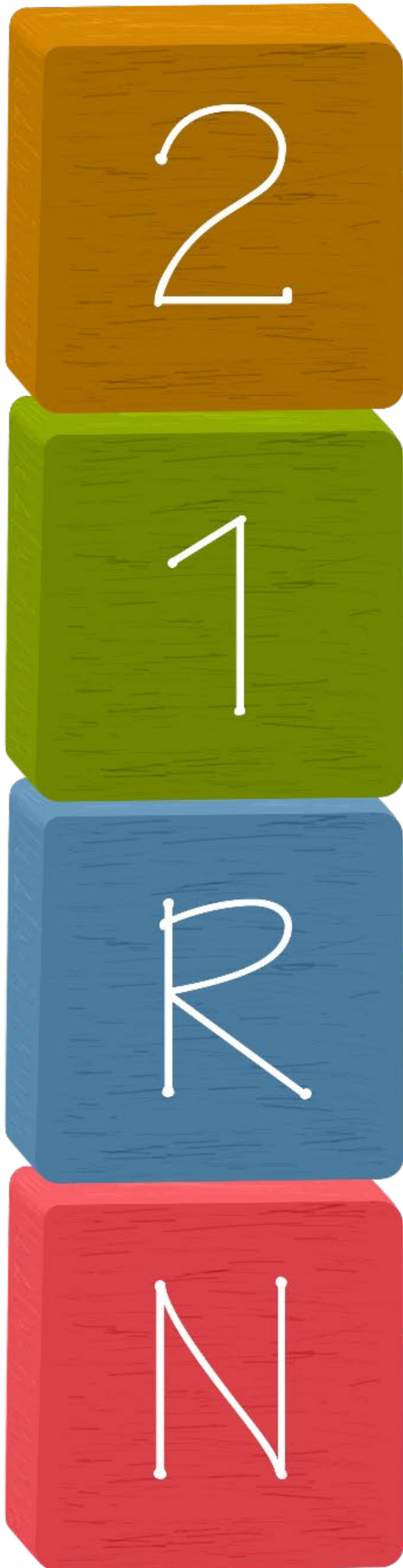
We want our children to learn how to observe, describe and seek explanations for why the world around us is as it is. In order to do this, we have developed a curriculum that focuses initially on the familiar – the local community - and then moves into national and global study. We teach in an age-appropriate way, giving children lots of direct experience through fieldwork, and providing plenty of opportunities for discussion through the use of high quality picture books, videos, maps, globes and photographic material.

Geography is not a narrow, academic subject for the few, but is fundamental for everyone. It is the context for much of our topic work and nourishes and enriches what we do in the classroom. We hope that our geography curriculum will develop in our children a fascination for the subject that will remain with them for the rest of their lives.



# Geography – Place

a particular position, point or area in space: a location



## Know that places in different parts of the world have human and physical similarities and differences

Children:

- **understand** that places in different parts of the world have similarities depending on human activity and differences depending on physical and environmental features; **compare** and **analyse** these
- **understand** that places in different parts of the UK have similarities depending on human activity and differences depending on physical and environmental features; **compare** and **analyse** these
- **explain** their understanding of place using words and phrases such as – continent and ocean names, beach, cliff, coast, soil, valley, vegetation, village, city, harbour, port
- **identify** and **know** the location of the world's seven continents and five oceans
- **know** what continents and oceans are
- **know** that the UK is a country in the world

## Know that places in different parts of the UK have human and physical similarities and differences

Children:

- **investigate** and **compare** the physical and human features of different places in the UK
- **describe** places using words and phrases such as – country and city names, forest, hill, mountain, sea, river, season, weather, town, factory, shop
- **identify** and name the four countries of the UK, capital cities and surrounding seas on a simple map
- **know** what countries, cities and seas are
- **know** that they live in the UK and **know** their address

## Know that familiar places have human and physical features

Children:

- **understand** that physical features are natural and human features are made
- **describe** the differences in simple terms, using simple vocabulary (hills, road, shops, church, field etc.)
- **know** that some environments are different to the one in which they live and **talk about** these
- **know** the name of the place they live (Huthwaite, Selston) and the road where the school is
- **observe, identify** and **investigate** familiar parts of their immediate environment using first-hand experience, photographs (some aerial), video and books

## Know that familiar places have certain features

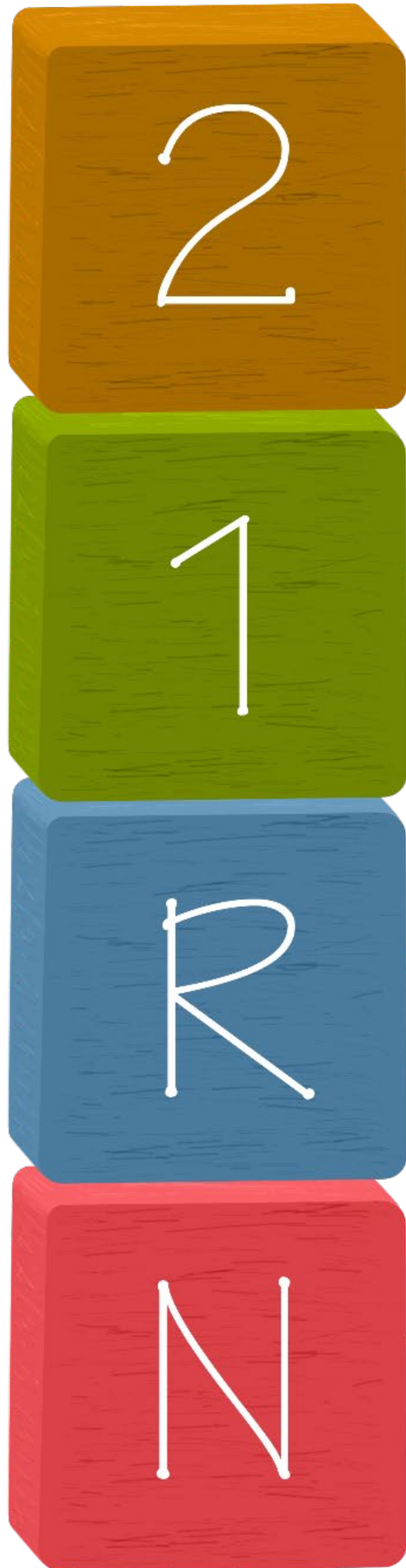
Children:

- **know** some country names (e.g. Spain, Italy, France, England)
- **know** that there is a wider world
- **talk about** their immediate environment and what they are investigating
- **observe** their immediate environment and **investigate** it



# Geography – Space

the dimensions of height, depth and width within which things exist and move



**Know that human activity and physical features in different spaces can be represented on maps and globes and identified by a key**  
**Know that points on a compass help to locate particular spaces**

Children:

- **understand** how to spatially match the UK on different scales of map
- **know** about compass directions – north, south, east, west – and **describe** what happens when they follow these directions
- **know** what a compass is
- **compare** maps with a key, and **explain** how they have used their own symbols on a map
- **explain** a familiar route on a map, follow it, and **analyse** its accuracy
- **observe** a real place, **describe** its features, and **represent** it on a map, using aerial photos to help them

**Know that spaces can be represented by maps and globes**

Children:

- **describe** how they have used their own symbols on an imaginary map
- **describe** imaginary places or those from stories and **represent** them on a simple map
- **understand** how to follow a simple picture map around the school, **explaining** the route
- **know** how to follow verbal or visual directions (signs and symbols) – up, down, left, right, across, over, behind etc.
- **observe, investigate** and **identify** areas of land and sea on a globe

**Know that a space can be very large or very small**

Children:

- **know** what a map and a globe are and what they represent
- **know** how to follow simple directions in large and small spaces – forwards, backwards, sideways
- **describe** small and large spaces and **represent** them on a simple map
- **investigate** and **create** small and large spaces in their immediate environment using construction materials
- **observe** and **talk about** space around them, find a space away from others and stand in it

**Know that there is space around them**

Children:

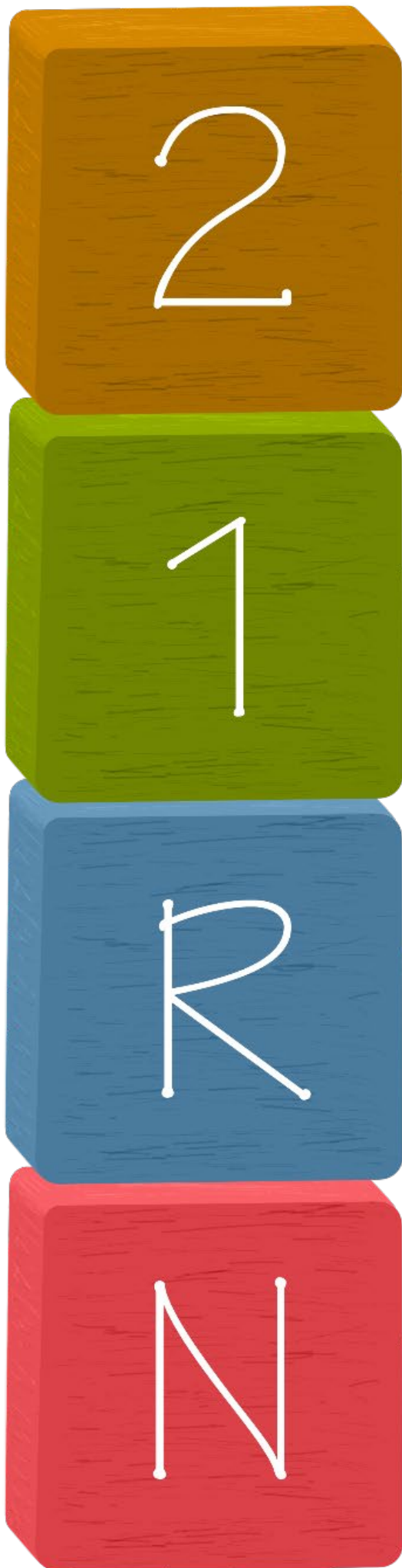
- **talk about** their immediate environment
- **observe, investigate** and **represent** their immediate environment through mark-making or construction
- **observe** space around them and stand in it





# Geography – Change

the way in which the world is transformed by physical and human processes



## Know that human activity around the world depends on physical features (e.g. polar regions cannot be used for farming)

Children:

- **investigate** and **analyse** how humans have impacted on different environments around the world
- **investigate** and **analyse** how physical features around the world have impacted on human activity
- **investigate** how weather patterns around the world vary and **explain** these variations (linked to position to the Equator, and the North and South Poles)
- **know** how to find out about weather patterns around the world on the internet
- **know** that seasons vary around the world
- **know** that weather patterns around the world can be different from those in the UK

## Know that places in the UK are affected by human activity and physical features (e.g. weather)

Children:

- **investigate** and **describe** how humans have impacted on different environments in the UK
- **investigate** and **describe** how physical features in the UK have impacted on human activity
- **observe** and **describe** how the seasons affect the weather in the UK
- **observe** and **compare** some simple seasonal similarities and differences
- **know** what type of weather occurs most often in each season

## Know that familiar places are affected by human activity and physical changes (weather, new buildings)

Children:

- **explain** the changes they notice using words such as – old, new, building, rain, snow, sun, wind
- **observe** how people have changed their local environment and **describe** the changes they notice
- **observe** the impact different types of weather has on their local environment and **describe** it
- **know** the names of the four seasons
- **know** about different types of weather

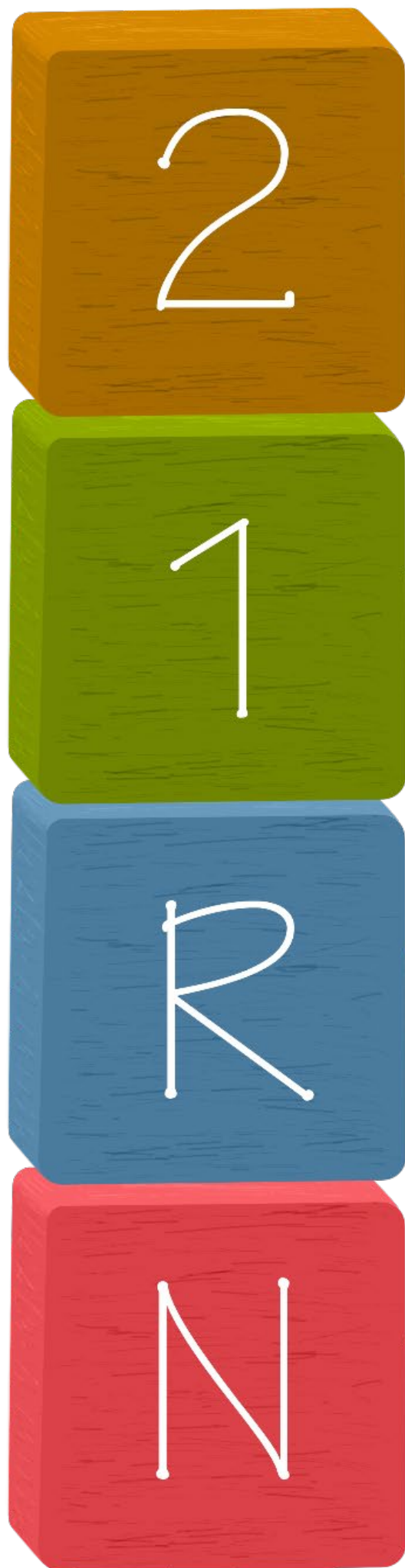
## Know that familiar places can change

Children:

- **talk about** the changes they have noticed
- **observe** changes in the nursery and its grounds caused by weather
- **observe** changes in the nursery and its grounds made by people or animals



# Geography – Field Work Skills



Children:

## *Collecting geographical data*

- **compare** and **analyse** geographical information and systematically **record** it

## *Interpreting sources of geographical information*

- **compare** and **analyse** two places in the world in relation to one another using maps, atlases and globes

## *Communicating geographical information*

- **invent** their own graphs, tables and maps with keys to **record** and **communicate** geographical information

Children:

## *Collecting geographical data*

- **observe, investigate, identify** and **record** geographical information in simple ways

## *Interpreting sources of geographical information*

- **explain** the location of particular places in the world using simple maps, atlases and globes

## *Communicating geographical information*

- **represent** and **communicate** geographical information using birds eye drawings, simple maps and tables

Children:

## *Collecting geographical data*

- **observe, investigate** and **describe** geographical phenomena

## *Interpreting sources of geographical information*

- **describe** places that are important to them

## *Communicating geographical information*

- **communicate** their geographical experiences through talk and mark-making

Children:

## *Collecting geographical data*

- **observe** and **talk about** geographical phenomena

## *Interpreting sources of geographical information*

- **talk about** their immediate environment

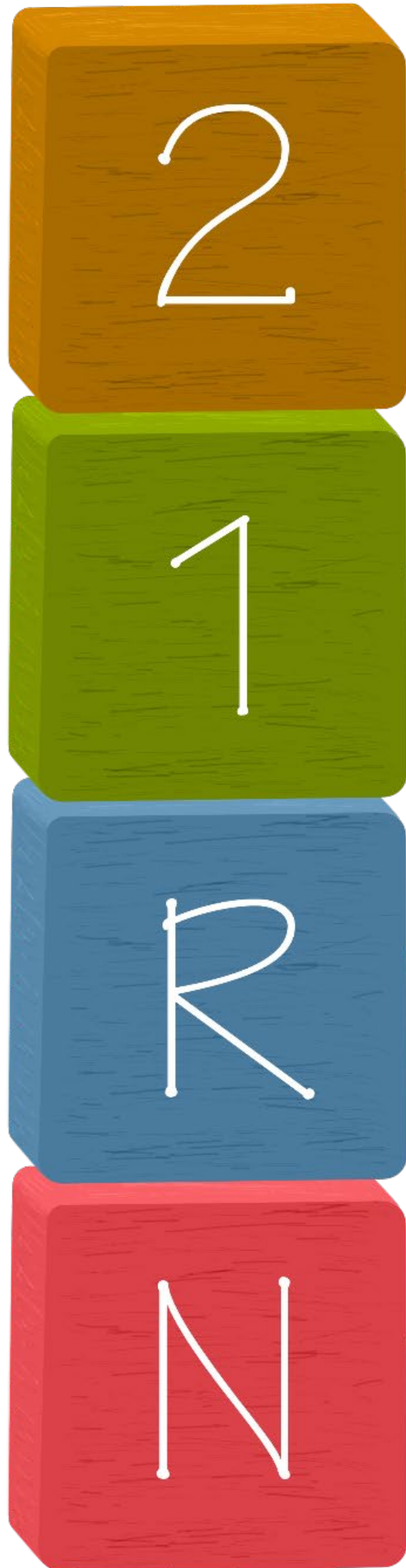
## *Communicating geographical information*

- **talk about** what they see



# Geography – Vocabulary

The lists below are examples of the type of vocabulary to be taught during geography sessions:



- human activity, environmental features, continent, Africa, Europe, North America, South America, Asia, Antarctica, Oceania, ocean, Atlantic ocean, Indian ocean, Pacific ocean, Arctic ocean, Antarctic ocean, beach, cliff, coast, soil, valley, vegetation, village, city, harbour, port, compass, locate, north, south, east, west, Equator, North Pole, South Pole, weather patterns, graphs, keys, invent
- analyse, investigate, identify, represented, spatially, impacted, geographic data, interpret, communicating

- United Kingdom (UK), Britain, England, Scotland, Wales, Northern Ireland, nation, city, capital city, London, Belfast, Edinburgh, Cardiff, Nottingham, Mansfield, forest, hill, mountain, sea, river, town, factory, seas, English Channel, North Sea, Irish Sea, countries, address, symbols, route, directions, human activity, seasonal weather, conditions, location, atlases, rain showers, thunderstorms, heatwaves
- similarities, differences, compare, describe, explain, identify, affected, impacted

- physical features, natural, human features, man-made, hills, road, shops, church, field, Huthwaite, Selston, school, photographs, aerial, map, globe, directions, old, new, building, rain, snow, sun, wind, Autumn, Winter, Spring, Summer, cloudy, sunny, windy, thunder, fog, snow, hail
- identify, immediate, using first-hand experience, represent, create

- world, country, environment, weather, natural world, seasons, grounds, outdoors, beach, park, woods, holiday
- investigate, observe, explore, similar, different





History

# History Intent Statement

History is all around us. We understand that what children learn through history can help to shape them as people, influencing their decisions about personal choices, attitudes and values, both now and in the future. It needs to be taught well from the very beginning, with an awareness of child development, so that provision is age-appropriate.

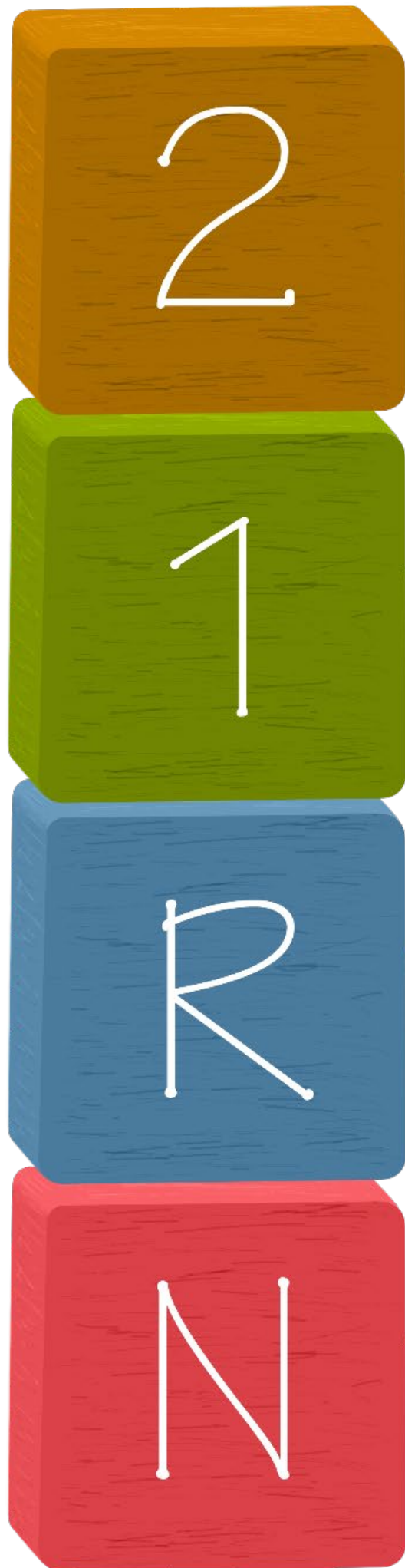
The history curriculum we have developed is located in the context of the lives of our children and makes the links with other areas of the curriculum explicit. We aim to inspire and enthuse children, igniting their curiosity about the past and helping them develop a sense of their own identity and heritage, as well as a growing knowledge of the wider world.

Our history curriculum aims to prioritise hands-on experience and discussion. Children are encouraged to ask questions, think critically, consider evidence and develop perspective and judgement so that they begin to understand the complexity of people's lives, exploring how change happens and celebrating the diversity of the society in which they live.



# History – Significance

the consequence of past events on the present



**Know that significant events that happened in the past had causes and affected life afterwards (cause and effect)**  
**Know that significant people in the past responded to circumstances in a way that impacted on life in the future**

Children:

- **explain** how and why their local area was different in the past and **consider** the reasons why it changed (focusing on cause and effect)
- **know** the name of a significant person from their locality and **explain** why s/he was significant (focusing on cause and effect)
- **understand** the terms cause and effect
- **explain** why these events are interesting and how they impacted on the future
- **recount** some interesting facts from a historical event

**Know that significant events that happened in the past affected life afterwards (effect)**  
**Know that significant people in the past affected life in the future**

Children:

- **understand** that some famous people in the past helped our lives to be better today (focusing on effect)
- **understand** that significant events in the past changed our lives today (focusing on effect)
- **know** the names of some significant people from the past
- **know** about some significant events in the past
- **understand** what a significant person is
- **understand** what a significant event is

**Know that significant events happened in the past**  
**Know that significant people lived in the past**

Children:

- **compare** and **contrast** characters from stories, including figures from the past
- **talk about** images of familiar situations in the past

**Know that significant events happen in their family lives**  
**Know that there are significant people in their own lives**

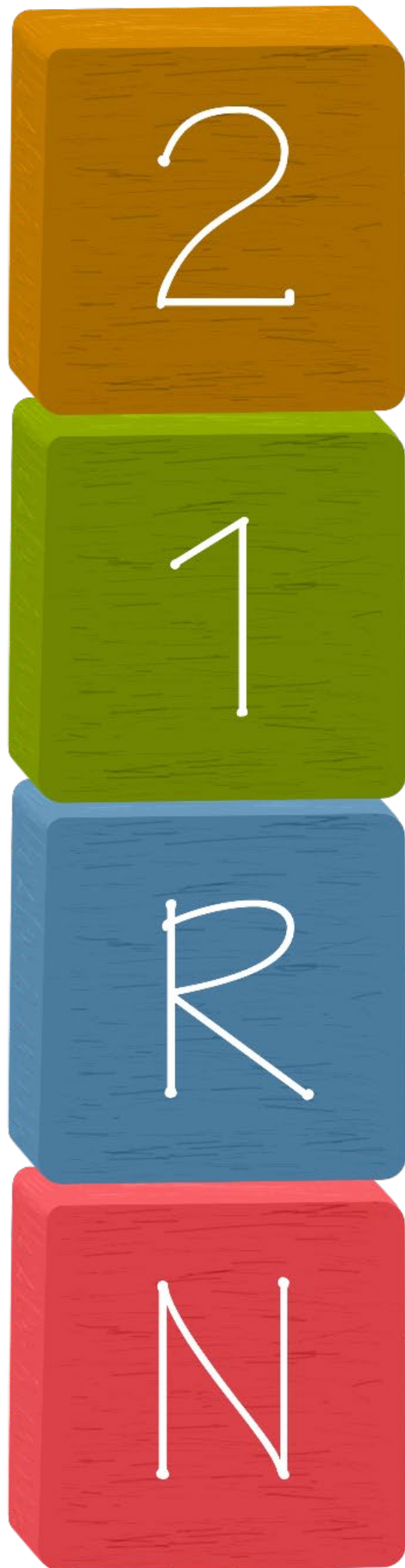
Children:

- **talk about** their family's history
- **talk about** their own life story



# History – Chronology

the order in which events happen



**Know that events beyond living memory can be sequenced according to the order in which they happened**  
**Know that artefacts can be sequenced according to their age (beyond living memory)**

Children:

- **analyse** specific differences between things in their lives and those of people who were alive over a century ago (beyond living memory)
- **understand** that events beyond living memory happened before anyone alive now was born
- **know** how to use words and phrases such as before I was born, when I was younger, past, present, chronology, older, newer when **describing** events in the past
- **consider** how to sequence a set of events or objects in chronological order and **explain** their reasons for the order they have chosen (beyond living memory)
- **know** how to create a simple timeline (beyond living memory)

**Know that events in living memory (i.e. in the lives of people still alive) can be sequenced according to the order in which they happened**  
**Know that artefacts can be sequenced according to their age (within living memory)**

Children:

- **understand** the word chronology
- **understand** that a story read to them may have happened a long time ago and retell it in order
- **understand** that events within living memory happened in the lifetime of people who are still alive
- **know** how to interpret a simple timeline (within living memory)
- **know** how to put some objects in chronological order and **describe** what they have done (within living memory)
- **know** how to use words and phrases such as old, new, a long time ago, before, after, first, next, finally when **talking about** the past

**Know the order of things that happened in recent memory (yesterday, today, tomorrow etc.)**

Children:

- **understand** the concepts of yesterday, today and tomorrow
- **know** how to sequence photographs of a recent visit or event and use this to **talk about** the experience
- **describe** a sequence of events, real or fictional, using words such as first, next, after that, finally

**Know the order of things that are happening now**

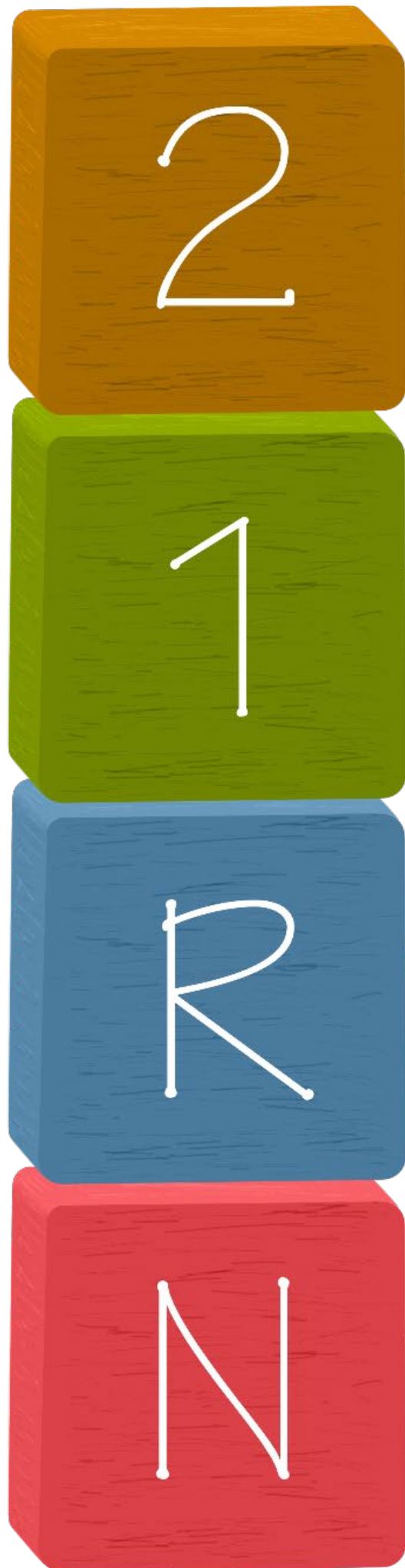
Children:

- **talk about** a sequence of events, real or fictional, using words such as first or then



# History – Evidence

an available body of facts or information indicating whether a belief is valid



**Know that secondary sources (books, articles, reviews, documentaries etc.) were created after the time period being studied and can change our understanding of how things were in the past)**

Children:

- **explain** why primary and secondary sources are important in historical study
- **know** what a secondary source is and how it differs from a primary source (i.e. a secondary source gives information about a primary source)
- **answer questions** using a specific source such as an information book
- **research** the life of someone who lived in their area using the internet and other sources to find out about them
- **compare** and **evaluate** two versions of an event, **identifying** similarities and differences between the versions

**Know that primary sources (pictures, artefacts, music, sights, human accounts etc.) are from the time period being studied and tell us something about how things were in the past**

Children:

- **answer questions** about a primary source, **explaining** reasons for their answers
- **understand** what a primary source is (i.e. original, created at the time)
- **identify** objects from the past and **explain** what they tell us about life in the past
- **ask and answer questions** about old and new objects

**Know that pictures, artefacts, music and sights help us remember and understand something that has previously happened in our personal experience**

Children:

- **observe** and **talk about** familiar objects, sights or sounds, **describing** what they remember about something significant that has happened to them in the past
- **answer** questions about familiar objects, sights or sounds

**Know that pictures, artefacts, music and sights help us remember and understand something that has happened to us**

Children:

- **talk about** pictures, artefacts, music and sights, **describing** what they remember from them
- **observe** pictures, artefacts and sights carefully
- **listen** to music

Autumn – Shop 'til you drop  
Summer - Out and about

Autumn - There's no place like home  
Summer - Water, water everywhere



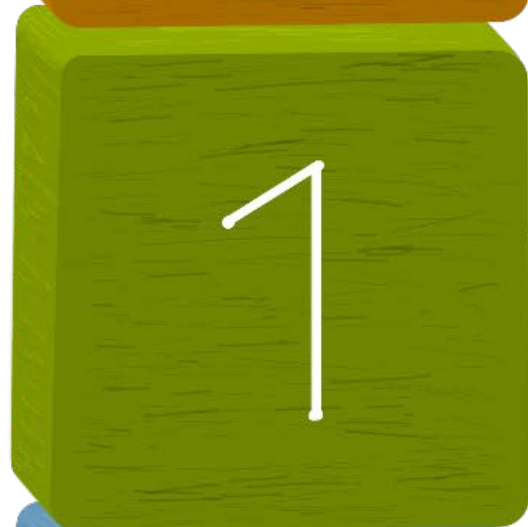


# History – Vocabulary

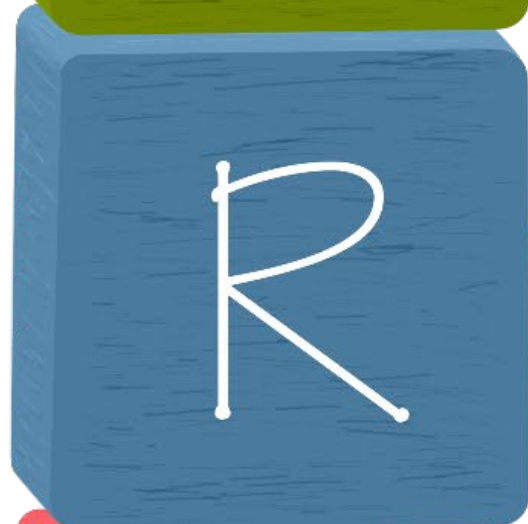
The lists below are examples of the type of vocabulary to be taught during history sessions:



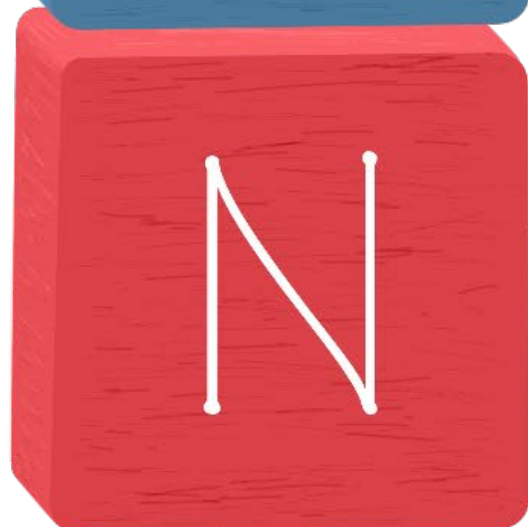
- event, traditional, antique, vintage, aged
- secondary source, viewpoint, evidence, version, fact
- international, global, cause, consequence, influence, impact
- beyond living memory, century, decade, annual
- historian, historical study, article, review, documentary
- before I was born, when I was younger, older, newer
- names of significant people in history from different cultures
- significant historical local and global events



- artefact, primary source, original, account, museum
- period, living memory, future, year, month
- present, past, change, history
- chronology, chronological order, timeline, sequence
- similarity, difference, effect
- famous, national, local, significance, achievement
- significant person, significant event, names of significant people and events
- alive, a long time ago, before, after, age, year



- life story, auntie, uncle, cousins, community, people
- important, events, memory, experience
- next, then, finally
- today, tomorrow, yesterday, day, week
- days of the week
- sights, sounds
- the same, different, new, old



- family, mummy, daddy, brother, sister, grandparents, friend
- first, after that
- remember, past, time, special
- pictures, music, objects





Music

# Music Intent Statement

Music plays a vital role in our culture and is a natural part of our everyday lives. Young children can often experience music as calming and soothing, a way of expressing love and joy, and a means of interaction with others around them.

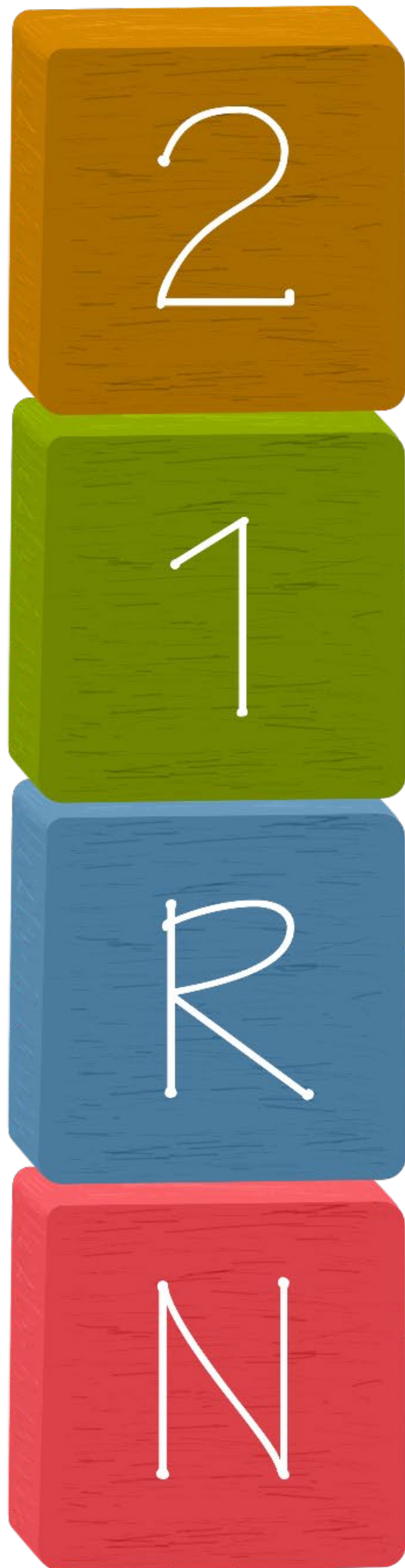
We want our children to be inspired to develop a lifelong love of music. Therefore, our music curriculum aims to promote joy and social interaction, as well as the subject-specific knowledge and skills necessary to become competent musicians. Through developing children's musical talent (by singing, listening to, playing, composing and talking about music), we aim to increase their self-confidence, creativity and sense of achievement. Our children are exposed to music from a wide variety of cultures and traditions, developing their knowledge of the diversity of the world, and enriching their own lives.

As practitioners working with young children, we are also mindful of the critical role a high quality music education plays in language acquisition, and the development of early reading and mathematical skills, and we take every opportunity to exploit this.



# Music – Expression

ideas and emotions can be expressed through the manipulation of pitch, duration, dynamics, tempo, timbre, texture and structure in music



**Know that dynamics are chosen for specific reasons to give a piece of music its distinctive shape**

**Know that musical notation is a way of recording music**

Children:

- **distinguish between** time signatures (3/4, 4/4) by tapping or moving to the relevant time signature
- **know** how to sing in two parts, using their voices expressively and creatively and responding to dynamics
- **apply** their understanding of musical notation in their own compositions
- **compose** their own music using unpitched instruments and apps, **applying** their knowledge of simple dynamics
- **know** how to play a pitched instrument coordinating with others (e.g. ukulele), following simple musical notation, and incorporating dynamics
- **know** how to read simple musical notation

**Know that dynamics give a piece of music its distinctive shape**

Children:

- **investigate** how to use their voices expressively and creatively when singing, using simple dynamics
- **represent** their own compositions on paper, identifying simple dynamics
- **understand** that music can be represented on paper
- **identify** the steady beat in a piece of music
- **understand** how to follow a conductor and respond to instructions linked to dynamics
- **understand** the term dynamics
- **improvise** music using a variety of instruments and their developing knowledge of dynamics
- **understand** how to coordinate with others when playing pitched and unpitched instruments
- **describe** the difference between pitched and unpitched instruments
- **know** what a conductor and an orchestra are
- **know** how to copy and create a rhythm
- **know** how to keep the steady beat

**Know that high/low, long/short, loud/soft, fast/slow and pulse are dynamics in music**

Children:

- **know** how to follow simple instructions relating to dynamics when singing in unison
- **know** how to pitch-match short melodic phrases by copying an adult
- **know** how to hum a known melody
- **improvise** known music to create a variation using a variety of instruments
- **know** how to copy a rhythm
- **listen** for the steady beat in a piece of music and start to keep it following an adult model
- **know** and use the words high/low, long/short, loud/soft, fast/slow
- **talk about** the different sounds instruments make
- **know** the names of a wider selection of instruments (e.g. tambour, shekere)
- **investigate** and choose sounds to represent different things
- **investigate** and make sounds that are different using objects, instruments and body parts
- **explore** music by moving in different ways

**Know that pieces of music are different from each other**

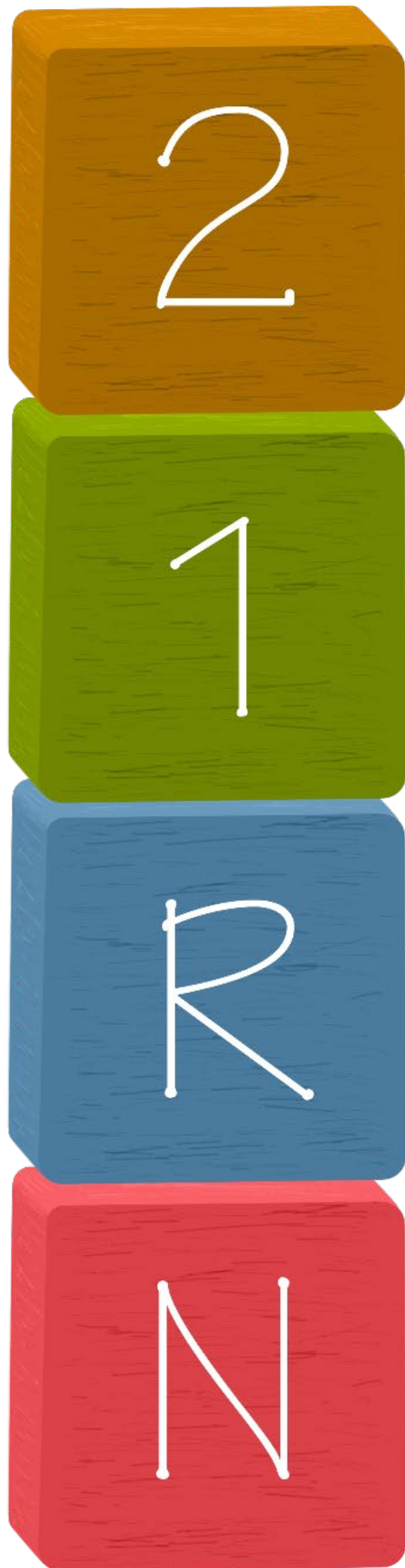
Children:

- **know** how to sing the pitch of a tone sung by another person
- **know** how to sing the melodic shape (moving melody such as up)
- **know** the names of instruments used in the nursery (e.g. claves, finger cymbals, tambourine, cabasa)
- **know** how to hold instruments correctly and play them with control
- **investigate** sounds through (e.g.) sound matching games
- **talk about** what they are doing
- **investigate** making their own songs
- **experiment** with different ways of playing instruments
- **investigate** ways of making music with their bodies



# Music – Appreciation

the knowledge and understanding of the themes and qualities of music



## Know that people can be made to feel or think a certain way through the deliberate shaping of a piece of music

Children:

- **describe** the differences between pieces of music written in 3/4 and 4/4 time
- **identify** simple time signatures in different pieces of music using the terms 3/4 or 4/4
- **consider** what emotion the composer was trying to create
- **explain** how the use of dynamics in a piece of music makes them feel and **listen** to the views of others
- **identify** the meaning in pieces of music from different times and cultures
- **compare** and **contrast** the effect of dynamics in different pieces of music
- **actively listen** to the music of live and recorded artists from different times and cultures, focusing on the use of specific dynamics
- **explain** the effect of singing in parts

## Know that music evokes emotions because of the way it is shaped

Children

- **explain** how a piece of music makes them feel using the language of dynamics
- **explain** why a given dynamic has been chosen in a piece of music
- **describe** the effect of a particular dynamic in a piece of music
- **identify** more than one dynamic in a piece of music (e.g. slow and quiet)
- **move** to music written in 3/4 and 4/4 time, following the appropriate beat accurately
- **listen attentively** to music from different times and cultures
- **know** the names of some famous composers from different time periods and cultures (e.g. Johann Sebastian Bach. Pamela Z)
- **explain** how singing in unison makes them feel

## Know that music evokes emotions in themselves and others

Children:

- **know** the name of a composer
- **know** that a composer writes music
- **describe** how a piece of music makes them feel (e.g. happy, sad, scared, relaxed excited etc.)
- **identify** one given dynamic in a piece of music after careful listening
- **respond** to a piece of music by tapping, clapping in time to the beat
- **listen** to music from different times and cultures
- **enjoy** performing the music they make
- **know** that singing together is enjoyable

## Know that music evokes emotions in themselves

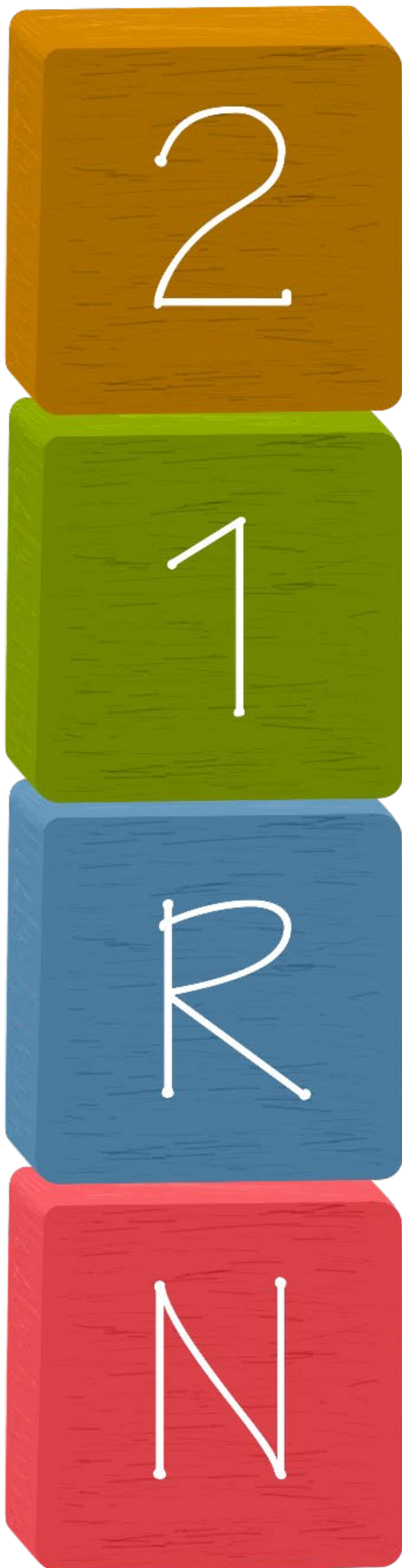
Children:

- **express** their emotions to a piece of music through movement
- **express** their emotions to a piece of music through drawing or painting
- **talk about** the music they hear using words such as loud and quiet
- **respond** to a piece of music by tapping, clapping in time with an adult model
- **listen** to different pieces of music with attention
- **enjoy** singing



# Music – Vocabulary

The lists below are examples of the type of vocabulary to be taught during music sessions:



- harmony, round, accompaniment, parts, melody, unison
- dynamics, pitch, tempo, timbre, duration, staccato
- control, structure, phrase, pulse, musical notation, shape
- minim, crotchet, quaver, semi quaver, semi breve
- treble clef, rest
- time signature, 4/4, 3/4, forte, piano
- percussion, woodwind, brass, string, keyboard
- ukulele, violin, flute, clarinet, trumpet, piano
- emotion, effect, create
- composer names, time period, culture

- breathing, posture, lungs
- getting louder, getting quieter
- getting faster, getting slower
- getting higher, getting lower
- beat, beginning, end, speed
- pitched, unpitched
- glockenspiel, chime bars, xylophone, guiro, bongo drums, djembe, rainstick
- conductor, orchestra
- composition, composer names
- jolly, energetic, anxious, relaxed

- singing, whispering, talking, humming, shouting
- rhythm, pattern, steady beat, in time
- louder, quieter, faster, slower, higher, lower, longer, shorter
- rattle, scratchy, chiming, clicking, tinkling
- shekere, cabasa, tambour, wooden agogo
- copy, instructions, match
- composer, the name of a composer
- exciting, lively, calm

- song, chant, rhyme, sound, listen
- high, low, fast, slow, loud, quiet
- hit, shake, scrape, start, stop
- claves, tambourine, drum, finger cymbals
- happy, sad, scary





Physical Education

# Physical Education Intent Statement

The early years of a child's life are central to their growth and development. This applies to their physical development as much as any other area. One of the greatest benefits of physical education (PE) is that it improves children's physical and mental health at the same time.

Children who are involved in regular PE are much more likely to have better physical health when compared to those who don't. We aim to offer a PE curriculum that ensures our children grow strong muscles and bones, with lots of opportunities for outdoor learning and physical activity such as pushing, climbing, running and jumping. We encourage them to have at least an hour of vigorous physical activity every day to improve cardiovascular health. Historically, levels of child obesity in our communities have been higher than the national average, and we have a responsibility to address this.

We also know that PE also has the potential to greatly boost children's memories, improve their concentration and support the development of positive mental health. Our PE programme, 'Real PE', maximises opportunities for children to think, work collaboratively and solve a range of complex skills with improved creativity.

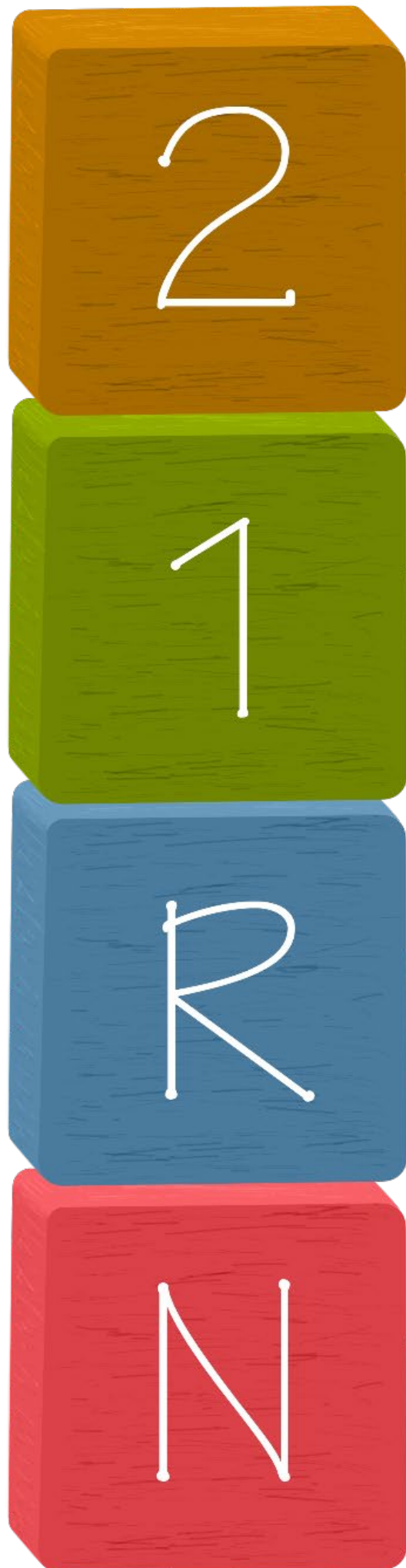
We want our children to discover talents at an early age and receive the support they need to develop them. If these talents are well taken care of many children will remain active, giving them a love of sporting activity into adulthood.





# Physical Education – Resilience

the capacity to recover quickly from difficulties and face the unfamiliar



## Know that there are strategies that help people to manage increasingly challenging situations and activities, and improve

Children:

- **apply** what they have learned to new situations
- **explain** what went wrong and **identify** specific steps to improve
- **understand** they need to listen to advice to manage failure and show a willingness to work on an area of weakness
- **understand** that feeling challenged is a good place to be
- **accept** a hard challenge with a positive mindset

## Know that there are strategies that help people to manage increasingly challenging situations and activities

Children:

- **consider** using strategies suggested by others
- **talk about** what went wrong
- **know** how to respond positively to failure (e.g. have another go)
- **accept** a hard challenge
- **understand** the term challenge
- **take part** in something they don't feel comfortable with

## Know that there are times when help is needed to achieve something difficult

Children:

- **explain** what they have achieved
- **show** resilience and perseverance in the face of challenge
- **know** how to collaborate successfully with others, showing listening skills
- **know** that they can accept support from adults and peers
- **investigate** new activities independently

## Know that it is a good thing to have a go

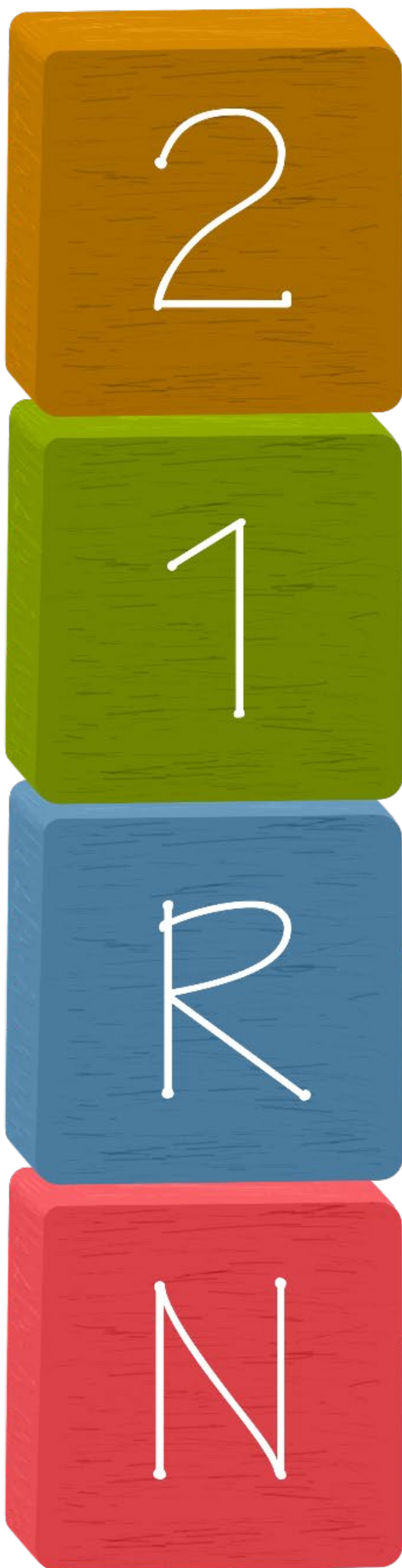
Children:

- **talk about** what they are doing and why
- **know** which activities and resources to select, with help when needed, to achieve a goal they have chosen or one that is suggested to them
- **take part** in some group activities which they make up for themselves
- **collaborate** with others to manage large items, such as moving a long plank safely
- **match** their developing physical skills to tasks and activities in the setting
- **participate** willingly in physical activities



# Physical Education – Skill

the ability to do something well; expertise



## Know that refined small and large movements can be applied in a range of situations, including in competitions

Children:

- **know** how to use dance to show a mood or feeling
- **apply** the techniques they have learned to make a sequence by linking sections together
- **know** how to change rhythm, speed, level and direction in dance
- **know** how to throw a bouncing ball, chase and collect it from a standing, sitting and lying position facing the opposite direction
- **know** how to catch a small ball dropped from a height at a distance after 1 bounce
- **know** how to jump from 2 feet to 2 feet, with a quarter turn
- **know** how to perform a standing counter balance with a partner
- **know** how to walk fluidly, forwards and backwards, lifting knees 90°
- **know** how to stand on a low beam with good stance for 10 seconds
- **know** how to balance, seated, with no feet or hands touching the floor, fluidly passing a cone from side to side
- **know** how to hold a mini front and back support, moving a cone on and off their body
- **know** how to complete 5 mini squats while standing on one leg, left and right
- **know** how to balance on one foot for 30 seconds
- **know** how to bounce, throw and strike a small ball to a partner using one hand, left and right, in a rally
- **know** how to control a ball around their body, using one hand, sitting or standing on the floor
- **know** how to side-step with a 180° front and reverse pivot with fluency and control

## Know that basic small and large movements need practice to be refined

Children:

- **know** how to move safely in a space
- **know** how to copy or make up a short dance
- **know** how to perform their own dance moves
- **know** how to roll, chase and collect a ball in a balance position facing the opposite direction
- **know** how to catch a ball dropped from a height at a distance after 2 bounces
- **know** how to jump from 2 feet to 2 feet forwards, backwards and side to side maintaining balance throughout
- **know** how to perform a seated a counter balance with a partner
- **know** how to walk forwards and backwards fluidly
- **know** how to stand on a line with good stance for 10 seconds
- **know** how to jump forwards and backwards maintaining balance
- **know** how to balance on hands and knees while stretching
- **know** how to roll, bounce or throw a ball to a partner using both hands
- **know** how to control a ball around their body, using two hands, sitting or standing on the floor
- **know** how to side-step in both directions, gallop, hop and skip with fluency and control

## Know that larger and smaller movements need to be controlled

Children:

- **combine** different movements with ease and fluency
- **revise** and **refine** a range of ball skills (e.g. throwing, catching, kicking, passing) showing **greater** confidence, competence, precision and accuracy
- **revise** and **refine** the fundamental movement skills they have already acquired (rolling, crawling, jumping etc.) moving more fluidly, developing control and grace
- **know** how to safely negotiate space and obstacles safely, with consideration for themselves and others
- **know** how to confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group

## Know that larger movements need to be controlled (walking, climbing etc.)

Children:

- **know** how to go up steps or climb on apparatus using alternate feet
- **remember** sequences and patterns of movements which are related to music and rhythm
- **experiment** with skipping, hopping, standing on one leg and holding a pose for a game
- **experiment** with balancing, riding bikes and playing with balls

REAL PE

REAL PE

REAL PE



# Physical Education – Competition

striving to gain or win

## Know that the application of simple tactics can improve the performance of a team

Children:

- **understand** how to participate in physical activities co-operatively
- **engage** constructively in competitive activities against themselves and others
- **understand** how to get in the right position to attack and defend (e.g. to send or receive a ball, or start or stop in a relay)
- **consider** feedback from an adult or peers, as a member of a team, and **respond** appropriately
- **evaluate** and **analyse** their performance as a team member using a video
- **apply** collaborative working skills to set performance targets for a pair, group or team

## Know that the application of simple tactics can improve their own performance

Children:

- **evaluate** their performance using a video, describing the tactics they have used
- **know** how to set themselves performance targets (e.g. Personal Best)
- **know** what a performance target is
- **explain** what they are doing and respond to feedback from adults or peers
- **know** how to start and stop quickly and master basic movements (running, jumping, throwing, catching etc.)
- **engage** in competitive activities against themselves

## Know that they can improve their own performance

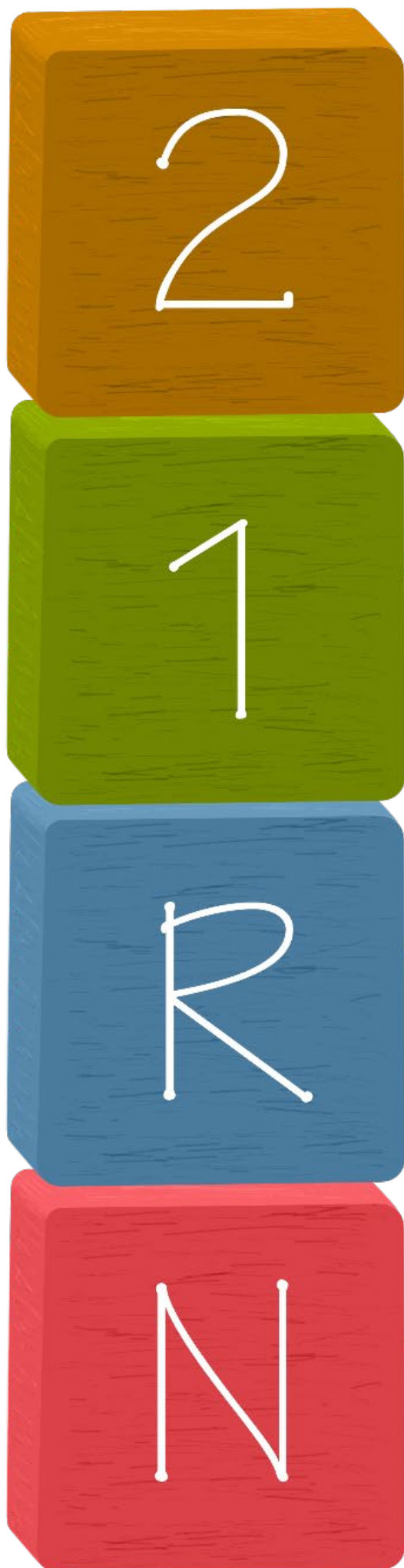
Children:

- **revise** and **refine** a range of ball skills after feedback (e.g. throwing, catching, kicking, passing)
- **describe** what they are doing and respond to feedback from adults and peers
- **challenge** themselves, showing and awareness of their own level of skills and past performance
- **revise** and **refine** the fundamental movement skills they have already acquired after feedback (rolling, crawling, jumping etc.)

## Know that they can perform a range of physical skills confidently

Children:

- **talk about** what they are doing and **respond** to feedback from an adult
- **take part** in some group activities which they make up for themselves, or in teams





PSHE

# Personal, Social and Health Education Intent Statement

Personal, Social and Health Education (PSHE) helps children to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about internet safety to having successful relationships, PSHE helps children to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

We aim to deliver a PSHE curriculum that supports the well-being of our children and tackles the issues that affect their ability to learn. We know that those who are emotionally healthy will do better at school. We help our children to develop skills and aptitudes, such as teamwork, communication, and resilience, that are crucial to navigating the challenges and opportunities of the modern world.

We want our children to aspire to live life in all its fullness. Our PSHE curriculum is fundamental to giving them the tools to make this possible. Our core schemes, HeartSmart and Talking Points, are underpinned by our Christian values, and enable children to acquire the knowledge, skills and understanding they need to manage their lives, both now and in the future.



# PSHE – Relationships

the way in which two or more people or groups regard and behave towards each other; and being equal, especially in status, rights or opportunities

## Know that the characteristics of friendship (e.g. respect, trustworthiness, kindness, loyalty, generosity, trust) help them to develop strong relationships

Children:

- **know** that in school and society they should be treated with respect by others and show respect, including those in positions of authority
- **describe** their rights and responsibilities at school
- **describe** ways to contribute to school life
- **explain** how to keep safe online
- **know** that resorting to violence is never right and **explain** why
- **understand** the importance of respecting others, even when they are different from them (physically, personality, background, faiths/ beliefs)
- **understand** the term compromise and **explain** how to compromise
- **understand** that most friendships have ups and downs and that friendships can be repaired
- **explain** how healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- **describe** the characteristics of friendships
- **apply** their knowledge of good manners and rules in their everyday lives at school

## Know that family and friendships are important in making us feel happy, loved and secure

Children:

- **know** how to report concerns or abuse and the vocabulary and confidence needed to do so
- **know** what things to say NO to
- **explain** how to recognise who to trust and who not to trust
- **understand** the importance of self-respect and how this links to happiness
- **describe** what could be done in different situations to improve or support respectful relationships
- **know** when a friendship is making them unhappy and how to find help
- **explain** what being kind and unkind looks like, and what to do when teasing makes them sad
- **understand** that we are not all good at the same things, and that we are all different
- **understand** the term friendship and know the characteristics of friendship
- **know** about the needs of babies and how babies grow and change
- **know** how to recognise if family relationships are making them feel unhappy and how to find help
- **understand** the meaning of the term relationship and that stable, caring relationships are at the heart of happy families
- **know** that other families in school or the wider world sometimes look different to their own and the differences should be respected
- **describe** the characteristics of healthy family life
- **understand** that families are important because they can give love, security and stability
- **know** who is in their family and who their important people are
- **know** the conventions of courtesy and manners

## Know that positive relationships involve listening to others, sharing and being kind

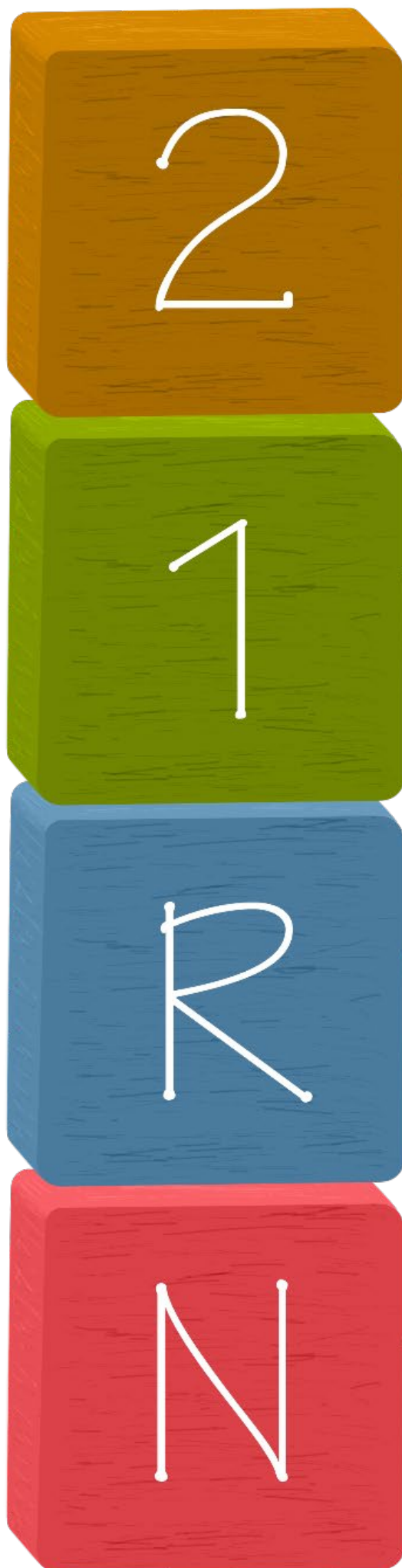
Children:

- **know** some strategies for staying calm in the face of frustration
- **express** feelings and **consider** the feelings of others
- **know** that helping and supporting each other in play is a good thing to do
- **demonstrate** sharing, taking turns, waiting and cooperating with friends and peers in their play
- **show** kindness and consideration for others
- **listen** to each other as well as adults

## Know that I am a special and valued individual

Children:

- **talk** with others to solve problems in their play
- **show positive attitudes** towards differences between people
- **know** that families are different
- **talk about** each other's families and **ask questions**
- **talk about** themselves and their family (e.g. photographs, memories)
- **talk about** their likes and dislikes



Talking Points  
HeartSmart

Talking Points  
HeartSmart

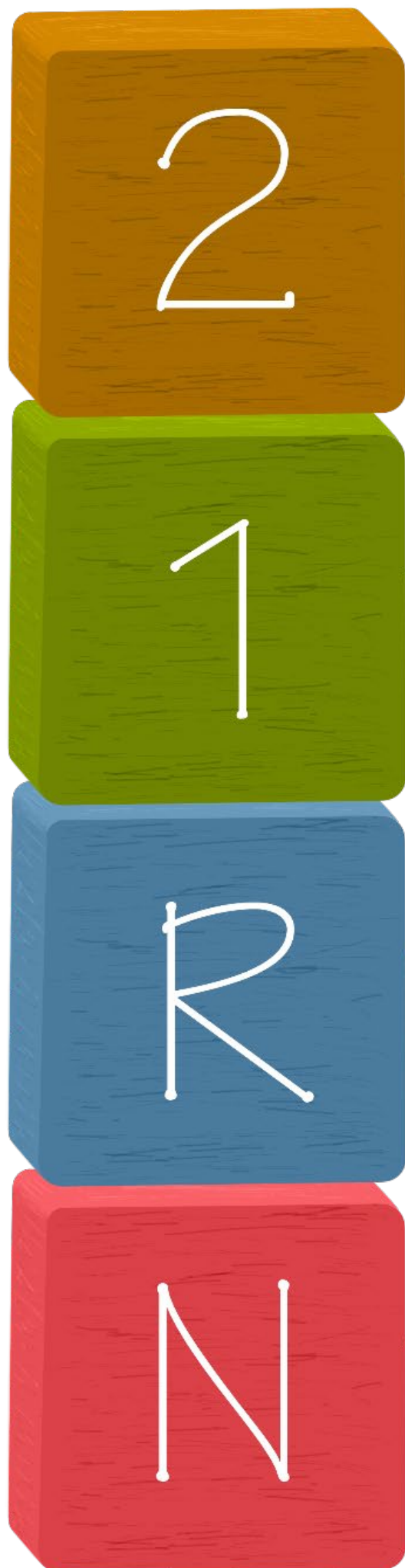
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# PSHE – Health

a person's mental or physical condition



## Know that rest, diet, hobbies and exercise impact on emotional and physical wellbeing; Know that bullying has an impact on mental wellbeing

Children:

- **know** some of the facts and science relating to immunisation and vaccination
- **understand** what vaccination is
- **know** why we need a healthy body and **identify** ways to have a healthy body and mind
- **identify** whether what they are feeling and how they are behaving is appropriate and proportionate
- **understand** how their behaviour can impact on the feelings of others
- **explain** the benefits of exercise / being outdoors on mental well being
- **explain** what makes up a poor diet and **know** which foods are healthy
- **know** what constitutes a healthy diet and how to plan and prepare some healthy meals
- **know** some ways to exercise
- **know** about the different parts of the body

## Know that there are a range of feelings and that they can affect them behaving is appropriately; Know that bullying is wrong and what to do about it

Children:

- **know** what to do in an emergency and how to make a clear and efficient call to emergency services if necessary
- **know** about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of hand washing
- **know** about dental health and the benefits of good oral hygiene and dental flossing, including regular visits to the dentist
- **know** where and how to seek support for wellbeing
- **know** that the feeling of loneliness needs to be discussed with an adult
- **know** about simple care techniques e.g. rest, time with family and friends, hobbies
- **know** that there are a normal range of emotions
- **understand** the term *emotions*
- **explain** what sadness, worry and anger feel like
- **describe** what makes them happy

## Know that it is possible to be both physically and mentally healthy

Children:

- **know** what an emergency is
- **know** they must keep working on the overall body strength, coordination, balance and agility needed to engage successfully with future physical education and other disciplines
- **use** their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- **talk about** the different factors that support their overall health and well being
- **recognise** and **talk about** their own feelings

## Know that there are different emotions and ways of being physically healthy

Children:

- **begin to understand** how others might feel
- **know** how to manage their own needs, e.g. hand washing, toileting and brushing hair / teeth
- **talk about** the importance of eating fruit and vegetables
- **talk about** their feelings using words like happy, sad, angry, worried
- **explore** and develop movement such as balancing, riding, climbing etc.

Talking Points  
Science and Design Technology

Talking Points  
Science and Design Technology

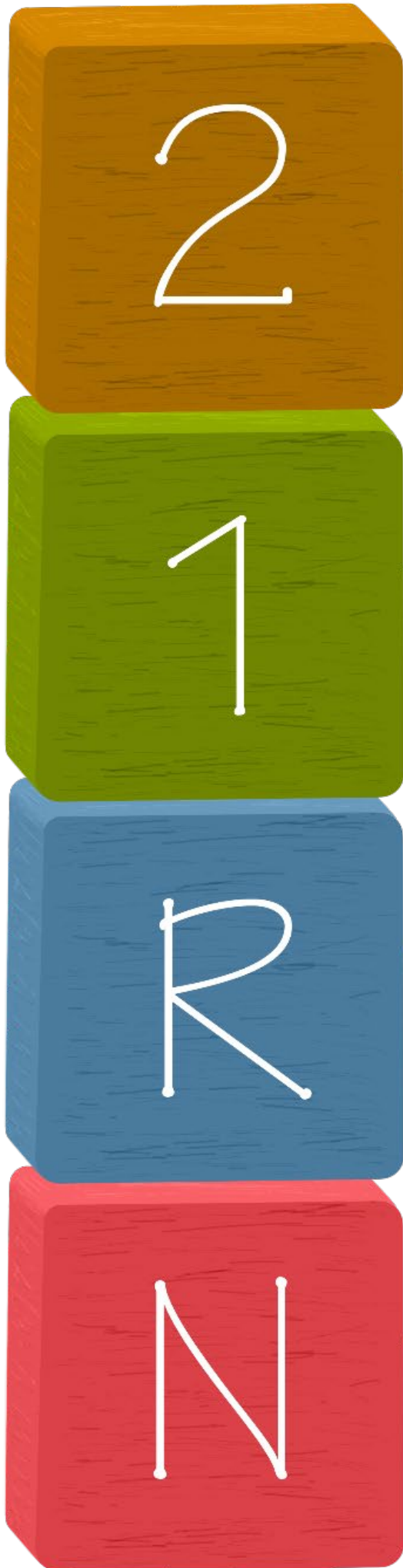
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# PSHE – Safety

the condition of being protected from or unlikely to cause danger, risk or injury



**Know that they can make safe choices for themselves and others (e.g. permission seeking, areas of their bodies are private, knowing how to call for an ambulance, know who they report abuse and concerns to)**

Children:

- **know** that in an emergency they can call 999 for help
- **know** and **explain** how to respond safely to adults who are not known
- **explain** ways of staying safe online and **apply** these principles independently when working
- **know** that a person's body belongs to them and **understand** the differences between appropriate/inappropriate contact
- **know** what sorts of boundaries are appropriate in friendships with peers and others. (including a digital context)

Talking Points  
HeartSmart

**Know that there are many ways to keep themselves safe on and off-line (e.g. road safety, water safety, stranger danger)**

Children:

- **know** when to share a secret with others
- **understand** that working online can be unsafe
- **know** how to keep safe around strangers
- **understand** and **explain** what to do if they don't feel safe
- **understand** and **explain** some ways of keeping safe

Talking Points  
HeartSmart

**Know that there are a range of strategies they can use to keep themselves safe in different situations**

Children:

- **know** what things to say NO to
- **know** how to respond to teasing and other unkind behaviour
- **talk about** why we have rules

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**Know that there are things they can do to keep themselves safe (e.g. who they can talk to, following rules)**

Children:

- **listen to** and **talk about** stories linked to aspects of personal safety, **relating** it to their own lives
- **understand** and follow rules independently
- **know** what rules are

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